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ABSTRACT

This booklet serves as an introduction to the concept of Freestyle, a career awareness project designed to encourage nine- to twelve-year-olds to freely explore their interests, develop their skills, and choose their career paths. The booklet includes an explanation of the Freestyle project, goals, and components (t.v. programs, project guide, calendar, and magazine). Program units are divided into the following sections: highlights, preview activity, talk topics, and more to come. Program units focus on cooperation, independence, nontraditional skills and interests, helping skills, changing roles, reasonable risks, stereotyping, responsible leadership, and assertiveness. Each of these activity units are then discussed in more detail, with suggested learning activities. The booklet also includes a glossary, list of nontraditional jobs for women and men, activity chart, and reading suggestions. (CT)

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FREESTYLE GUIDE

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WHAT IS FREESTYLE?

Freestyle is a career-awareness project designed to encourage nine- to twelve-year-old children to freely explore their interests, develop their skills, and choose their career paths. That means that every child, regardless of sex or ethnic background, is invited to learn, allowed to make choices, and inspired to grow as a unique individual without being limited by unfair restrictions.

Although the goal is fair, and most people would agree that it has merit, a major stumbling block continues to unfairly inhibit children's development and restrict their career ambitions. That stumbling block is called stereotyping.

Everyone has suffered from stereotyping: women and men, girls and boys. From birth males and females are treated differently. Sex-role socialization begins with the symbolic pink for girls and blue for boys. There are girls' toys and boys' toys, girls' games and boys' games, girls' interests and boys' interests. As adults in our culture, men are expected to be strong, brave, aggressive, and dominant. Women are expected to be shy, tender, passive, and emotional. In reality, females and males share all those characteristics and many more

Men are often limited in their role as parents. It is expected of a woman, but unusual for a man, to assume primary responsibility for child care and rearing, especially in the child's early years.

In the world of work, men generally have a broad range of career opportunities open to them; but they are often discouraged from pursuing careers traditionally held by women.

It is still uncommon for men to be secretaries, nurses, or elementary school teachers. Women have been much more restricted than men in the range of careers they pursue. There are many women typists, teachers, and nurses, but there are few women architects, welders, or dentists—and the list goes on and on.

It is clear that society has tended to label certain jobs "for women only" and other jobs "for men only." Such labeling prevents women and men from developing their true interests and full potential.

Ethnicity has been another cause of restriction of full career development. For example, black women suffer from racial discrimination as well as sex-role stereotyping. Consequently, there are fewer black women in professions than black men, white women, or white men.

The Freestyle television programs and nonbroadcast materials focus on reducing the effects of stereotyping on children's career development by heightening their awareness of and teaching them to question the fairness of stereotyping. At the same time the Freestyle components suggest positive ways to broaden interests and skills that will eventually lead to productive and personally satisfying careers.

FREESTYLE GOALS

The following goals form the basis of all the Freestyle components; they are considered by the project developers to be fundamental to encouraging children to discover their fullest individual potential without the restrictions of sex-role or ethnic stereotyping. These goals are identified in the Freestyle Guide units by the words in parentheses following each goal.

1. Children will learn to identify their skills and attitudes and relate them to potential career choices without the restrictions of sex-role stereotyping and of ethnicity as it affects sex-role stereotyping. (Nontraditional Skills and Interests/Stereotyping)

2. Children will develop an understanding of the changing roles of men and women as adult workers and family members. (Changing Roles)

3. Children, especially boys, will be able to identify helping skills, emotional expressiveness, and empathy for others, and recognize how those behaviors relate to work and family roles. (Helping Skills)

4. Children will learn about selected behavior strategies, such as independence, initiative, self-direction, assertiveness, and cooperation, and how those strategies influence educational progress and occupational preparation. Independence, initiative, and self-direction are especially important for girls. (Independence/Assertiveness/Cooperation)

5. Children, especially girls, will recognize that taking responsibility and providing responsible leadership are essential to educational progress and career development. (Responsible Leadership)

6. Children will recognize that taking reasonable risks and learning how to cope with the success or failure that results from taking risks are necessary for educational progress and career development. (Reasonable Risk-Taking)

FREESTYLE COMPONENTS

Television Programs. Thirteen entertaining half-hour programs encourage the children to think about their interests, talents, and career ambitions as well as their attitudes toward sex-role and ethnic stereotyping. For school use, each program is divided into two fifteen-minute segments. For home viewing, the programs will be telecast in the full half-hour versions. Each television program relates to a Freestyle project goal that can be enhanced by using the activities suggested in the Freestyle publications.

Freestyle Guide. This sixty-four-page guide contains separate units for each fifteen-minute television program segment. In each program unit, you will find the goal of the TV program (Focus), the program summary (Highlights), an activity for use before watching the program (Preview), and discussion topics to be used after viewing each fifteen-minute segment (Talk Topics). For follow-up, each program unit directs you to an activity unit that relates to the same goal as the TV program. This guide also contains a glossary of difficult words and phrases (indicated throughout the text by capital letters), a list of nontraditional jobs, a chart that correlates curriculum areas with all the activities in this guide, and a list of reading suggestions for children aged 9 and up.

In order to obtain maximum results from this Freestyle Guide, you might do the following:

- Read through the guide and become familiar with its organization and contents.
- Note the words and definitions in the glossary, the list of nontraditional jobs for men and women, the activity chart, and the reading suggestions.
- In advance of each TV program's airing, read the Highlights of the program and conduct the Preview Activity.
- Watch the TV program with the students.
- After the program, discuss the suggested Talk Topics.
- Choose and conduct appropriate activities from the activity units of this guide.

Freestyle Calendar. The Freestyle Calendar is an informative and humorous sixteen-month calendar for the home. The calendar synopsizes the thirteen half-hour TV programs and then, beginning in September, provides activities and important dates for each month of the Freestyle year. Each month's ideas are related to a Freestyle project goal, and families are encouraged to get together once a month to enjoy the month's activities. The calendar invites adults to participate actively with their children in the Freestyle experience by watching the TV series with them and talking about the ideas mentioned in the calendar.

Freestyle Magazine. The thirty-two-page Freestyle magazine, intended for student use, is packed with unusual and fun activities that relate to the Freestyle project goals. Read the magazine and decide how you would like to use it. The more familiar you are with the magazine, the greater its impact will be. The magazine can be used independently or as a part of planned classroom activities. All the activities in the magazine can be preceded or followed by discussion. Some suggested activities for group participation are Choice Comics, How Come Riddles, and Can You Prove It? The magazine's value can be realized to the fullest by relating the activities to the TV programs and the corresponding goal-related sections of this Freestyle Guide. Suggested tie-ins follow.

Magazine Activity	TV Program	Guide Activity Unit
Hobby Highways Collector's Corner In Good Order Make a Match What's Your Story? A Field Trip to the Future Meet the Stars A-Maze-ing You Pick a Box—Any Box Your Own Space Two to Do Who Can Do This? Make a Me Mobile	Flag (3A & 3B) Helping Hand (4A & 4B) Grease Monkey (13A & 13B)	Nontraditional Skills & Interests
Dear Arnie	Young and Old (10A & 10B)	Helping Skills
You Name It Choice Comics What Would You Do?	Scoop—Part 1 (5A & 5B) Scoop—Part 2 (6A & 6B) Hey, Mom! (12A & 12B)	Changing Roles
Choice Comics	Cheers! (2A & 2B)	Independence
You Name It Can You Prove It? How Come Riddles	Flag (3A & 3B) Scoop—Part 1 (5A & 5B) Scoop—Part 2 (6A & 6B) Freestyle Variety Special (8A & 8B) Grease Monkey (13A & 13B)	Stereotyping
Follow the Leader	Candidates (9A & 9B)	Responsible Leadership

Freestyle was created by a consortium consisting of the following members:

- Annenberg School of Communications
  University of Southern California
- East Los Angeles College Foundation
- Institute for Social Research
  University of Michigan
- KCET Community Television of Southern California
- The Office of The Los Angeles County Superintendent of Schools
- Science Research Associates, Inc.

PROGRAM UNITS

Note: In order to publish this guide in time for use with the first showings of Freestyle, it was necessary to base portions on draft scripts rather than finished programs. This may result in differences in program-related details, since changes sometimes are made during production.

Program 1A

PARTNERS

Focus: Cooperation

Highlights

Penny and Marcus team up their talents to form a home-repair service and earn some much-needed spending money. At first all goes well, for Penny can fix almost anything and Marcus is a great organizer and a super salesperson. But then trouble starts when Marcus accuses Penny of being "bossy."

Preview Activity

Begin the activity by defining the word COOPERATION. Then ask the students to vote on whether each of the following activities requires cooperation or not:

- a carpenter building a house
- an athlete running a race
- a salesperson selling a product
- a pilot flying a plane

After counting the votes, talk about the activities, pointing out that each one requires the skills of other people even though at first it may not seem to.

- A carpenter must combine skills with workers such as electricians, plumbers, building contractors, and architects.
- An athlete is trained by a coach.
- A salesperson is helped by advertising workers and people who train sales personnel.
- A pilot must work with flight attendants in the airplane as well as radar technicians and flight controllers across the country.

Make the point that it is almost impossible to think of an activity that does not require *some* cooperation. Tell the students they are going to see a program about two teenagers who form a PARTNERSHIP and find that cooperation takes practice.

Talk Topics

- What skills did each partner bring to the business? How did Penny and Marcus combine their skills to make their business work? Was it a good idea to form a partnership? Why, or why not?
- What are the ADVANTAGES of working with someone? (Fun to work with someone; work gets done faster and easier; can combine talents to do a better job)
- What are the DISADVANTAGES of working with someone? (Disagreements occur; must schedule time; must think of other person; must listen to other's ideas)
- What can people do to make cooperation easier? (Try not to be bossy; listen; be patient; try to learn from the other person)
- How did Walter cooperate with Penny and Marcus? What skills did he bring to the business?
- When Penny and Marcus repaired the leaky faucet, fixed the fallen fence, and repaired the electric socket, how did they divide the work to get it done fast and easily?
- What did Penny and Marcus disagree about? Who do you think was right?
- Do you think Penny was bossy? When there are partners, who should be the boss? How does a person become the boss? Is it hard to keep a partnership on a 50-50 basis? Should there be a boss at all?
- Can you think of a time when you cooperated with someone to get a job done? What did you do? What did the other person do? Did you get the job done faster, easier, or better than if you had done it alone?
- Who cooperates better—two boys, two girls, or a boy and a girl? Why do you think so? What, if anything, does a person's sex have to do with cooperation?

More to Come

See activities on pages 50 and 51.

Program 1B

PARTNERS

Focus: Cooperation

Highlights

Because Penny's telephone number isn't on the business cards that Marcus had printed, Penny and Marcus quarrel and go their separate ways. They quickly find, however, that neither is very effective in a repair service without the other. Finally, they decide to make up. They realize that they have learned a lot from each other.

Preview Activity

Ask for a volunteer to summarize the first part of "Partners." Be sure that everyone understands that Penny and Marcus had trouble cooperating, and ask for the reasons why. Then tell the students to list three activities in which at least two people's skills are needed to get a job done more quickly or more easily. (Cleaning a house, moving a piece of furniture, taking care of a lawn and garden, hanging a picture, painting a ceiling, washing windows) Next to each activity on their lists, ask the students to explain what each person could do to get the job done. Ask for volunteers to share their ideas.

Then discuss whether the class thinks either Penny or Marcus could run a good repair service without the other person. What problems will Penny probably have? What problems will Marcus have to tackle? Can either one of them do the job alone? Vote on whether the class thinks Penny can do it alone, or Marcus can do it alone, or cooperation between the two is a must.

Talk Topics

- What problems did Marcus have trying to do the job alone? What problems did Penny have working alone? Did they need each other? What for?
- Could Marcus and Penny have done the stepping-stone job more easily together? the fence-building job? the shelf-building job? How?
- Why didn't Penny get the wallpapering job? Could Marcus have been any help? How?
- What do you think this means: "It takes two to make a fight, one to make up"? Do you believe it? Who patched up the fight between Penny and Marcus? Did other people help? (Marcus's father talked to him about the benefits of cooperation. Walter consoled Penny and offered to talk to Marcus, but it didn't work. Penny's mom didn't interfere.)
- Do you think they learned enough from each other to pursue some new interests? What might some of their new interests be? (They may share some interests now.)
- What kinds of jobs might Penny and Marcus like to have someday? (Electrician, telephone installer/repairer, aircraft mechanic, ad copywriter, insurance agent, salesperson)

More to Come

See activities on pages 50 and 51.

Program 2A

CHEERS!

Focus: Independence

Highlights

Penny has been planning to try out for cheerleading, and Ramón belongs to an afterschool soccer club. Their friends are counting on them, but they both secretly want to enter the school's science contest. Their science teacher, Mr. Mingus, encourages Penny and Ramón, but tells them they can't do everything so they will have to choose. The choice is difficult for the two teenagers because they are worried that their friends will disapprove if they choose the science contest.

Preview Activity

Write the following activities on the chalkboard:

- cheerleading
- poetry writing
- science project
- soccer team

Ask the students to think about the four activities and (without talking to their classmates) decide which one they would like to participate in after school. Write each activity on a separate sheet of paper. Then ask for a volunteer to be the first cheerleader. Ask that student to stand in one corner of the room and hold up the cheerleading sign. Proceed in the same manner with the other three activities.

Ask the rest of the class to go to the sign for the activity they selected. Ask them to look around and notice who is in their group and in the other groups. How many seem to be in the same group their friends have chosen? Ask if anyone chose an activity because they knew their friends would choose it too.

Now ask someone to count the number of boys who chose the science project and the soccer team, and the number of girls who chose cheerleading and poetry writing. Ask the students if anyone secretly wanted to choose another activity, but was afraid of what others might think. Ask them if they might not be missing something by not even considering an activity.

After the class is seated again, point out that INDEPENDENCE means doing what one wants to do without being influenced by what others think. Tell the students to watch while Penny and Ramón wrestle with the choice: Should I do what I want to do, or what others think I should do?

Talk Topics

- Penny's mom and her friends pushed her into trying out for cheerleading. How do you think she felt about that? Have your parents or your friends ever pushed you into doing some activity? How did you feel about it?
- Why was Penny afraid her friends would disapprove of her interest in the science contest? (They might think that a science interest is not right for a girl.)
- Put yourself in Carol or Michelle's shoes. How do you think you would have felt about Penny's interest in the science contest? Has something like that ever happened to you? What did you do?
- Mr. Mingus told Ramón that he has a talent for science and that he could be very good at it. Ramón was surprised. Why do you think he was surprised? (He might have thought LATINOS could not be talented in science.) Can you think of other activities that might be considered nontraditional or unusual for members of MINORITIES?
- What would Penny and Ramón be risking by choosing the science project? Have you ever risked losing your friends' approval by deciding to do something you really wanted to do? If so, when? How did you feel about it?
- Make a list of activities that you are interested in but have always been afraid your friends would make fun of you for. Would anyone like to share her or his ideas with the class?
- Who do you think is at the door? Why?

More to Come

See activities on pages 45 and 46.

Program 2B

CHEERS!

Focus: Independence

Highlights

Ramón discovers Penny taking a sneak peek at the science experiments, and they both discover that they want to enter the science contest but are afraid of what their friends will think. They finally decide to team up and enter the contest. Their independent thinking is rewarded by winning not only the contest, but the approval and admiration of their friends as well.

Preview Activity

Ask for a volunteer to summarize the first part of the program. Be sure that Penny and Ramón's problem is clearly stated: Should they continue with afterschool activities as their friends want them to do or should they give up those popular activities to enter the science contest?

Next tell the class they are going to vote on what they think Penny and Ramón should do. Write "Sports" and "Science" on the board two times.

Ask the students who think Penny should do as her friends want her to, to raise their hands. Count the votes, and write the number under *Sports*. Ask those who think Penny should decide to do what she really wants to do, to raise their hands. Count the votes, and write the number under *Science*. Now follow the same voting procedure for Ramón. Tally the votes from Ramón and discuss any differences between votes for Penny and votes for Ramón. Do the students feel differently about a girl's interest in science than they do about a boy's interest? Make generalizations about how the students voted: "Most (or many) of you think Penny should . . ." or "About half of you think that Ramón should . . ." Ask one or two students to give reasons for their votes and then discuss the reasons briefly. Ask the class to think about which reasons seem to be the best. Tell the class that they will now see whether Penny and Ramón do as most of the class thinks they should do, and what happens because of their decisions.

Talk Topics

- Penny and Ramón seemed to be ashamed of their interest in science. What ideas of their parents and classmates might have made them feel that way?
- Did anyone help them feel proud of their interest? (Mr. Mingus; Penny's mom) What did those people do to encourage Penny? to encourage Ramón?
- Suppose that Penny and Ramón were *your* classmates, and they had the same decision to make. Do you think they would try to hide their interest in science? Why, or why not?
- What things might a person interested in science like to do? (Watch animals and things closely; collect and group objects; experiment; solve problems; find answers) Do Penny and Ramón like to do any of those things? Which ones?
- If Penny and Ramón continue to be interested in science, what careers might be possible for them when they finish school? (Chemist, dentist, veterinarian, zoologist, botanist, dietitian, nurse, doctor, pharmacist) Can you think of any reason why one of those careers might *not* be open to Penny? to Ramón? Why?
- How can you tell whether it is better to do as you wish or as others wish you to do? (Ask for advice from others; use your own interest in something to guide you; depend on yourself)

More to Come

See activities on pages 45 and 46.

Program 3A

FLAG

Focus: Nontraditional Skills and Interests

Highlights

Denice is invited to join the neighborhood flag football team. She is an outstanding runner, and the best pass receiver on the team. But she is also the only girl on the team. That bothers some of the parents, who feel that this kind of activity "just isn't done" by a girl. They put pressure on the team coach, Mr. Bailey, by demanding that Denice be taken off the team—just before a championship game. Despite her love of the sport and her great athletic abilities, Denice may be sidelined.

Preview Activity

Ask groups of students to role-play situations like these: (1) A young girl explains to two adult men that she can fix a car engine that they are having trouble fixing themselves. (2) A young boy tries to convince his parents that he would like to be a secretary someday. (3) A boy explains to the playground director that he would rather jump rope with the girls than play basketball. (4) A girl tries to convince a group of boys that she could be a great addition to their baseball team.

After the role-playing activities are completed, talk about everyone's reactions. Help the children write a definition for NONTRADITIONAL based on those reactions. Tell the students that the program they are about to see concerns a young girl who becomes a star in what has always been thought of as a boys' activity.

Talk Topics

- What kind of nontraditional activity was Denice doing? Why do you think playing football seems unusual for a girl?
- What skills did Denice have that made her such a good football player? Do you know any girls that have those skills? Were you surprised at Denice's skills? Why, or why not?
- What occupations can you think of that require ATHLETIC SKILLS? Can you think of any besides professional athlete? (Structural ironworker, fire fighter, police officer, recreation worker, P.E. teacher) Can you think of some women you know who are in those jobs? What athletic skills do they need? What do you think about women doing those kinds of jobs?
- Why do you think some of the boys' parents didn't want Denice to play on the team?
- Which people didn't seem to mind whether Denice played on the team? Would *you* mind if a girl played on a boys' athletic team or a boy played on a girls' athletic team? Why, or why not?
- Why do you think Coach Bailey omitted Denice's name from the second-half lineup? What do you think will happen next?
- How do you suppose it happened that certain activities have been thought of as "girls' activities" and others have been thought of as "boys' activities"? Were those good reasons? Were they fair?

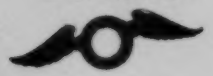
More to Come

See activities on pages 36 and 37.

Program 3B

FLAG

Focus: Nontraditional Skills and Interests



Highlights

Denice is hurt when the coach doesn't let her play, but she is determined to stay with the team. Her determination and skill win the coach's admiration, and the coach decides to let her play in the next game. Denice leads her team to victory and proves that talent and determination can overcome sex stereotyping.

Preview Activity

To illustrate how everyone stereotypes girls and boys, write the list of words shown below on the chalkboard. (Do not write the words in the order they're printed here.) Then point to each word, and ask the students to tell you whether the word is more often associated with a girl or a boy.

rough	caring
tough	weeping
determined	fainting
courageous	delicate
dependable	helpless
strong	sweet
calm	talkative
nerves of steel	sympathetic

As the students give their answers, put a *B* or a *G* by each word. (It is likely that the words printed on the left will be chosen to describe boys and those on the right will be chosen to describe girls.) Point out that STEREOTYPES are unfair to both girls and boys, for the words describe almost all people at some time or other. Tell the students to watch Denice's behavior in this part of the program and see if she could be described with some of the words chosen as "boys' words."

Talk Topics

- When the Chiefs were losing their first game, why didn't Denice ask Coach Bailey if she could play? Would it have made a difference if Denice had asked to play? Why, or why not?
- Why did Denice's father think that she should not quit? Would your parents feel this way if something like this happened to you?
- What does Mrs. Bailey, the coach's wife, think Denice should be learning instead of football? Why? Do you agree or disagree with Mrs. Bailey?
- What made Coach Bailey decide to let Denice play? How did the other team members feel about Denice playing on the team?
- Can you think of people you know who would agree that a girl should not play football? Do you think they are right or wrong? Why?

More to Come

See activities on pages 36 and 37.

Program 4A

HELPING HAND

Focus: Helping Skills

Highlights

Dolores Vaccaro, who comes from Mexico, is having trouble with math. Her mathematical abilities are strong, but she has trouble reading the word problems in English. Her math teacher tells her that unless her work improves she will be moved out of the advanced-math class. That upsets Dolores, because she feels that her family will be very disappointed in her if she doesn't succeed in the advanced class. But she's afraid to admit that reading English is her real problem. She fears that that might cause her to be moved back in all of her subjects. Walter Dinsmore, a volunteer tutor, is assigned to help Dolores with her math. When Dolores reveals that reading English is her real problem, Walter (who doesn't know any Spanish) feels completely unable to help her. He thinks he should tell the head of the tutoring program that Dolores needs a reading tutor instead of a math tutor. But Dolores makes Walter promise not to tell anyone about her trouble with English.

Preview Activity

Write the following job titles on the chalkboard: Social Worker, Red Cross Volunteer, Nurse, Coach. Ask for volunteers who can tell whether the four jobs have anything in common. (They are all helping jobs. They either give some kind of aid to people, or they impart knowledge to make people better able to help themselves.) If no one provides an answer right away, ask the following questions: Do those people manufacture goods to sell? Do they build or repair anything? Then what do they get paid for? (For services they perform) What kind of services does each provide? (A social worker helps poor people find jobs, housing, and child care services; a Red Cross volunteer may help in a hospital or help care for people who have been hurt by storms, floods, or other disasters; a nurse assists people who have health problems; a coach tries to help athletes learn to compete in sports.) Help the students recognize that each of those people, to be effective in his or her job, must care about other people, must want to help others be successful, or healthy, or free of pain or trouble. Ask the students to watch the program and look for other helping jobs and think about why a person might want to do the particular kind of work.

Talk Topics

- Ask the students to explain why Dolores is so upset by her difficulties in school. Ask if anyone in class has ever felt the same way. Encourage the students to discuss the anxieties that can result from pressures to perform well in school, in sports, in other areas of life.
- Ask why Walter became so worried and upset.
- Ask whether any students think that Walter has traits that might make him a good tutor or teacher. What are those traits? Encourage the students to recall the scene in which the volunteer tutors discuss the qualities of a good tutor—EMPATHY, patience, friendliness, ability to give deserved praise, ability to stand "in the other person's shoes." Ask students to name jobs that require those qualities and if more women than men hold those kinds of jobs.
- Ask the students how many of them would be willing to tutor younger students. Count the number of interested girls and the number of interested boys. Talk about who is interested and why they are.
- Did any students notice any characters in the program who expressed stereotyped ideas about sex roles? (Alice thought boys couldn't know much about teaching; Dolores's Aunt Maria was certain that Dolores would get married to a rich, handsome American, who would bring her family to the U.S.; Walter's father thought that teaching should be left to women and that females aren't good at math.) What about those stereotypes? Are they fair?

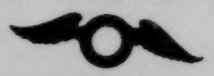
More to Come

See activities on pages 43 and 44.

Program 4B

HELPING HAND

Focus: Helping Skills



Highlights

Walter turns to his friend Ramón Ortiz for help in teaching Dolores, since Ramón speaks Spanish; but Ramón turns him down. Ramón thinks of himself as an athlete, not a teacher. Besides, he doesn't like to use his Spanish because it makes him feel different from his classmates. Walter tries to learn some Spanish on his own, but he and Dolores soon realize that there simply isn't enough time for that. Walter decides to tackle Ramón once more, bringing Dolores with him this time. Dolores makes such an earnest plea for help that Ramón is unable to say no. With Ramón and Walter both helping, Dolores learns the English words she needs in math, and she passes the next math test. Ramón and Walter are as pleased and excited as Dolores, and Ramón discovers that helping others as a tutor is really a rewarding activity.

Preview Activity

Ask for a volunteer to tell how the first segment ended. Encourage students to tell what they would do in Walter's place. Should Walter tell Mr. Parelli (in spite of his promise) that Dolores needs a reading tutor instead of a math tutor? Should Walter try to learn Spanish in order to help her? Ask why Walter seemed upset at the end of the first segment.

Talk Topics

- Ask students to explain why Ramón didn't want to help Walter with his problem at first. (Ramón thinks of himself as an athlete, not a teacher. And he doesn't like to use his Spanish, because he thinks it makes him seem different from other children.) If there are any bilingual students in the class, ask them if they have ever felt as Ramón does. Would they refuse to help someone for the same reasons?
- Ask students why Ramón changed his mind about helping Dolores. (Once he meets Dolores and sees how troubled she is, he can't say no.)
- Ramón seems to think bilingualism is something to hide. Is that reasonable? Help the students understand that people who are bilingual are gifted and that knowing more than one language can be very useful. What kinds of jobs are held by bilingual people? (Teacher, interpreter, social worker, reporter, ambassador)
- Who learned something in this program? What did they learn? (Dolores learned the English words she needed to understand the math problems. Ramón learned that helping others by teaching is a very rewarding and useful experience. He also learned that his bilingualism is a real advantage. Walter learned that tutoring isn't always easy, but success is its own reward when a younger student overcomes difficulties because of his help.)

More to Come

See activities on pages 43 and 44.

Program 5A

SCOOP—PART 1

Focus: Changing Roles

Highlights

Denice, Penny, Walter, Marcus, and Ramón are taking an extra-credit course in newspaper journalism. Their teacher, Mr. Kipnis, sends them out in pursuit of an attention-grabbing lead article for the first issue of the school paper. After watching an incident in which a woman is turned down for a job on account of her sex, the young people decide to investigate whether women are being given equal job opportunities. The reporters split into two teams. Walter and Marcus visit a company, where they find "business as usual"—with women in the traditional roles of secretary, bookkeeper, and waitress. However, Penny and Ramón visit the hospital, where they get quite a different view. They meet a male nurse, a female surgeon, and a female pharmacist. When the two teams meet again, they are at odds with one another. Denice, as editor of the paper, has the job of resolving the conflict.

Preview Activity

Prepare six index cards by writing one of the following occupations on each card: secretary, nurse, housekeeper, lumbermill worker, auto mechanic, and plumber. Ask three boys and three girls to draw one card each at random. Have each student in turn read the role that is written on the card and try to answer the following questions:

- If you were an adult, do you think you could perform this kind of work if you wanted to? Would the job be open to you?
- Would being a male/female stand in your way?

Point out to the students that the TV program they are about to see is concerned with equal job opportunities for women and men. Today many people recognize that women and men have equal abilities and are entitled to a chance at any job they are able to perform. Tell the students that the TV program is about some young people who set out to see if women and men are both getting a fair chance at all kinds of jobs and if their own families and friends are open-minded about the roles that men and women play.

Talk Topics

- Define TRADITIONAL and NONTRADITIONAL. Now make four columns on the chalkboard and head them as shown below. Ask the students to suggest two or three jobs for each column. A few examples are provided here. (See the list of nontraditional occupations on page 57.)

Men

traditional	*nontraditional*
soldier	nurse
truck driver	secretary
mechanic	housekeeper

Women

traditional	*nontraditional*
receptionist	sailor
teacher	explorer
flight attendant	architect

- Did you notice any men or women in nontraditional roles in the program? (The male nurse, the female surgeon, the female pharmacist, and the young father diapering an infant)
- Are the roles that men and women play changing in your own family? How many have mothers who hold jobs outside the home? How many have fathers who fix meals and clean up the kitchen afterward?
- Think about the scene between the store manager and the young woman who wanted the job as assistant manager. What were his reasons for not wanting to hire a woman? Were they good reasons? What are some reasons why he *should* hire the woman?
- Why do you suppose a woman with a three-year-old child would want a full-time job? (Help the children understand that the family may need the extra income or the woman may need the sense of accomplishment that a job can give.)

More to Come

See activities on pages 41 and 42.

Program 5B

SCOOP—PART 1

Focus: Changing Roles

Highlights

Instead of deciding which team of reporters is right, Denice sends both teams back out to gather more facts. At the library, Walter and Ramón gather conflicting data. While Ramón learns that there are increasingly more working women and that their wages have increased, Walter counters that 35 percent hold office jobs, and women with college degrees still earn less than men with college degrees. In other words, things *are* changing—but not everywhere, as we see in Walter's home. When Mr. Dinsmore learns about the newspaper staff's interest in fair-employment practices for women, he calls the school principal to complain. Meanwhile, Ramón talks with his father and decides that things are much better than they used to be. Back at school, each team of reporters sticks to its original story. Walter and Marcus maintain that the town is unfair and behind the times, while Penny and Ramón say that things have changed a lot.

Preview Activity

Ask the students to recall how the first part of the program ended. Remind them that Marcus and Walter had posted their headline on the bulletin board, declaring that the town was unfair. But when Penny and Ramón saw it they disagreed. Write "Town unfair" and "Town fair" on the chalkboard as headings and invite the students to recall the evidence on both sides of the question. Your list may look something like this:

Town unfair
Woman not hired by Mr. Gordon

Women in only traditional roles at tool and die company

No women on production line at tool and die company

Town fair
Male nurse at hospital

Female surgeon at hospital

Female pharmacist at hospital

Ask the students to watch for more examples of *town unfair* and *town fair* as they watch the next segment of the program, and be ready to add to the lists.

Talk Topics

- What examples of NONTRADITIONAL roles for women or men did you notice in this part of the program? (The male librarian, the female loan officer at the bank, and the female chemical engineer)
- On the basis of the evidence you've seen so far, which team of reporters do you think has the more accurate story? Is the town fair or not? If you were Denice, which story would you choose? Why?
- Other than salary, what rewards can a woman or man get from a job? (Jobs may offer rewarding contacts with other people, a sense of self-worth, mental excitement, and chances for personal growth.) List those things on the board, under the heading JOB SATISFACTIONS.

More to Come

See activities on pages 41 and 42.

Program 6A

SCOOP—PART 2

Focus: Changing Roles

Highlights

Denice makes her editorial decision by choosing the story that claims the town *is* fair. But Mr. Kipnis intervenes to say that neither story tells the truth. He sends the reporters back out to get more details by taking a good look at their own families. Marcus realizes that his mom and dad are full and equal partners in their printing business and at home. Penny's mom owns and runs a hardware store and is known to be the local expert on repairs. But there's nothing new to report about Walter's dad. He still gets upset when Walter talks about jobs for women, and he calls the principal again to complain. The principal is upset to discover "Our Town Unfair" on display in Mr. Kipnis's classroom and threatens to close down the newspaper club.

Preview Activity

Ask the students to recall how the last segment of the program ended. (Each reporting team stayed with its story. Marcus and Walter called the town unfair, and Penny and Ramón said the opposite. Denice was about to decide which story to accept.) Ask the students, "If you were Denice, which story would you choose? Why?" Talk about the students' reasons and tell them to watch what happens when Denice makes the decision.

Talk Topics

- What can you say about Walter's family? Do his parents play TRADITIONAL or NONTRADITIONAL roles? (The children may notice that Walter's mom always seems to be involved with food preparation and that his dad won't tolerate any talk about his wife working.) Are these people believable to you? Are they the same as or different from your parents?
- What about Marcus's family? Do they seem traditional or nontraditional? (The idea of a working wife is fully accepted in Marcus's family, and the mother and dad share household responsibilities.)
- Which pair of parents seems more believable to you? Which pair seems more like your own parents?

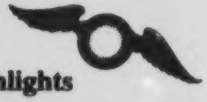
More to Come

See activities on pages 41 and 42.

Program 6B

SCOOP—PART 2

Focus: Changing Roles



Highlights

Ms. Tylus, the principal, repeats her warning that the newspaper's lead article must be fair and balanced, or she'll shut down the newspaper club. Ramón talks to his mom and dad and learns that his mother is going to night school to learn accounting and that his father takes turns with her in fixing meals. Denice talks to her parents and finds them in favor of equal opportunities for everyone. As the young reporters review all they have seen and learned, they realize that their town has many faces. In some ways it may be unfair or unchanging, but in other ways it seems to be open to new ways. A compromise story is worked out under the headline "Our Town Changing." The presses roll at last, and the young people proudly pass out copies.

Preview Activity

Write the following pairs of sentences on the chalkboard:

1. German shepherds are gentle.
   German shepherds are fierce.
2. Snakes are dangerous.
   Snakes are harmless.
3. The cat is the smartest animal there is.
   The cat is the stupidest animal there is.
4. All the world loves America.
   Nobody in the world loves America.

Ask the students which statement is true in each case. How many of them think German shepherds are gentle dogs? How many think German shepherds are fierce? Count hands, and write the number on the chalkboard. Do the same with the other paired statements. Some students can be expected to object that *neither* statement is 100 percent correct, that the truth is somewhere in between. (Some German shepherds are gentle and others are fierce.) Accept the criticism and point out that it is correct. Help the students to see the error in choosing either of two extreme positions. Then write "Our Town Is Unfair" and "Our Town Is Fair" on the board. What about the two headlines? Is one of them right and one wrong? Or are they like the other sentences on the board? Is neither statement true? What do you think the truth is? Discuss.

Talk Topics

- Do you agree with the students in the program that it's fair to give women and men equal chances at the same work? Is it unfair to insist that women and men keep doing only what they have always done? If so, why? If not, why not?
- The program was about changes taking place in today's world. It showed how many men and women are beginning to share the same kinds of responsibilities both on the job and at home. How do you feel about those changes? Is it a good idea for women and men to do some of the same things and share in the same work? Why, or why not?
- What kinds of problems may come up because of this new equality and sharing? (Some people may become less sure of what their roles in life should be. When you're simply told what to do, you avoid having to make decisions; but when the choice is yours, thought and decision are needed. Growing up may be a little more confusing for some.)
- What good things can come from the new changes? (Women can begin to earn more money now, and to have more freedom. Men can break free of the "tough guy" image that's been forced on them, and they can openly take more pleasure in doing things with their families.)

More to Come

See activities on pages 41 and 42.

Program 7A

HIKE

Focus: Reasonable Risks

Highlights

Walter's younger sister, Tess, is invited to go on a geology field trip with Walter and several older students. She's thrilled to be invited; but when she learns that the group will be climbing to the top of Pinnacle Peak, her enthusiasm turns to doubt and worry. She knows it could be a dangerous climb, and she's afraid she might not make it to the top. Walter talks to Tess about her fears, however, and persuades her that she shouldn't let them get in the way of trying something new. Tess goes on the hike; but she gets so engrossed in rock collecting that she is left behind by the others on the slopes of Pinnacle Peak. Trying to catch up with them, she takes the wrong fork in the path. Soon she is lost and desperately afraid.

Preview Activity

Ask the pupils: Did you ever take a risk by doing something you felt you might fail at? For example, were you scared the first time you tried to ride a bike? to speak in front of the class? to climb a tree? Were you able to do it anyway? How do you decide whether to take a risk or not? Let the pupils discuss those questions. Then tell them that the TV program they're going to see deals with taking risks. Ask them to watch to see who takes a risk and how it works out for that person.

Talk Topics

- Did Tess make a mistake by going on the hike? Since she got lost, does that mean she was *right* to be afraid?
- What are some reasons why people should take risks? What arguments did Walter use to persuade Tess to go on the field trip? (If you don't try something new, you'll never experience it; you won't know whether it's fun or not; you'll just keep on doing the same old things.)
- What are some common fears that could keep you from doing something or make you do something against your better judgment? (Fear of getting hurt, fear of being embarrassed, fear of failure, fear that you won't like doing it, fear of what people will say about you, and so on)

More to Come

See activities on pages 54 and 55.

Program 7B

HIKE

Focus: Reasonable Risks

Highlights

The field-trip group discovers that Tess is missing. They go back to look for her, splitting into two search parties at the fork in the path. Eventually Tess hears their calls and whistles and rejoins the group. As the group moves on to conquer Pinnacle Peak, Ramón sees what he thinks will be a shortcut and decides to take it. He plans to surprise the others by being at the top of the peak when they get there. Walter advises against it. When Ramón gets stuck halfway up the rock face he's trying to climb, Walter runs for help. Ms. Spencer, the adult leader of the trip, has to talk him down very carefully. After that, she has some words to say about when to take risks. Some of the group need to be more open to risk taking, she says. But Ramón's stunt was foolhardy because what he hoped to gain wasn't worth the danger. The group continues up the peak until they reach the top. Tess, now glad that she came, gives her scarf as a flag to plant on the summit.

Preview Activity

Ask for a volunteer to recall how the first segment of the TV program ended. (Tess got lost and started crying.) Have pupils discuss how they think Tess will feel about taking risks after her experience. She didn't want to come on the hike in the first place, and now her worst fears have come true. Will she ever take another chance?

Talk Topics

- What were the three questions Ms. Spencer said you should ask yourself before taking a risk? (Is there at least a 50-50 chance of success? Is the possible failure tolerable? Is the possible success worth the risk?)
- Did the risk Tess took in going on the hike agree with Ms. Spencer's ideas about risk taking? (Yes. Her chance of success was about as great as her chance of failure; her failure was not severe—it was only an embarrassment; and her success was worth the risk of some embarrassment.)
- Did the risk that Ramón took agree with Ms. Spencer's ideas about risk taking? (No. His chances of success were poor, since there were not enough handholds or footholds on the mountain's side; the failure he risked could have involved severe injury; and the success he anticipated was just a mild joke on the others—hardly worth the broken limbs he could have suffered.)

More to Come

See activities on pages 54 and 55.

Program 8A

FREESTYLE VARIETY SPECIAL

Focus: Stereotyping

Highlights

In a fantastic canning factory, stereotyping trolls try to lure Arlena, Pam, Jeff, and Ty into cans to make all the boys the same and all the girls the same. But the kids outsmart the trolls and seal them up in their own cans. Mike Farrell, co-star of M*A*S*H, joins the group and discusses what stereotyping is and why it's unfair. Then we meet Fluffy and Phil, two dogs on a blind date. Small, plain Phil is overwhelmed and underthrilled when he first meets big Fluffy, who is anything but what her name implies. Fluffy is disappointed too; but on further acquaintance the two of them begin to enjoy each other's company. It seems that looks and expectations aren't everything, even among the canine set. Next we see some boys steal a basketball that belongs to a team of girl players. The boys have the aggressiveness to get away with it, but the girls have the wit to challenge the boys to a game. Then Butterfly McMean challenges a stereotype by looking as demure as an angel and running a hundred yards at record speed. We also meet a man who works in a hospital—a doctor, no doubt. But no, this man is a nurse! And then there's Pam, who wonders if it's still okay in these changing times for a girl to want a home, a husband, and a life as a homemaker. And finally there's Arlena, who's always known she's a great cook; as a café owner and head chef, she can turn her cooking talent into dollars.

Preview Activity

Pass out copies of the poems that follow, and ask the students to finish them in any way that makes good sense. Have a number of children read their finished poems. Notice whether any students end the poems in ways that show them giving up the desires stated in the poems in favor of jobs that are more conventionally associated with females or males. Talk about why they may have done so. Discuss the word STEREOTYPING.

I'd like to be a sailor
on an old, old Spanish galleon,
or run a locomotive,
or tame a wild stallion;
I'd like to wear a sword–
and I'd use it, if I had to,
to rescue someone in a jam
(I really would be glad to!);
and since I am a girl,
and since my name is _____.
I think someday I'll be a (an) _____.

I'd like to work with flowers
And maybe grow some roses,
Or be a nurse who cares for kids
And wipes their runny noses.
I'd like to dance ballet
And go leaping through the air,
Higher than a cat can jump,
Faster than a hare.
And since I am a boy,
And since my name is _____.
I guess someday I'll be a (an) _____.

Talk Topics

- Invite volunteers to tell what STEREOTYPING means to them. Was the TV program in favor of stereotyping or against it? Ask students if anybody has ever tried to make them conform to stereotypes of what boys and girls "should be." Has anyone ever said to any of the girls, "Don't act like that, it's not ladylike"? Has anybody ever said to any of the boys, "Act like a man, not like a sissy"?
- Ask students if they have ever stereotyped themselves. That is, have the boys already decided to pursue "typically male" careers when they grow up? Have the girls already decided to do "typically female" things when they grow up? If so, they are limiting themselves unfairly. Ask them how they feel about being limited in their ambitions.
- Ask students to recall the scene in which the girls beat the boys at basketball. Did they think it was realistic? possible? unlikely? Encourage the students to discuss the matter among themselves and notice if girls or boys make any stereotypical remarks about the other sex. Point them out as you hear them.
- Ask the students to recall the story about the two dogs, Fluffy and Phil. How did the dogs feel when they first saw each other? Why? Have you ever felt the same way? Do we judge people because of their looks? their skin color? their sex? How did Fluffy and Phil finally feel about each other? Why? What made them change their minds?

More to Come

See activities on pages 38 to 40.

Program 8B

FREESTYLE VARIETY SPECIAL

Focus: Stereotyping

Highlights

We're back at the stereotyping factory again, where the cast does a dance that challenges people who stereotype, and their fixed notions. Pam appears as a police officer and then as a woman who has learned that lipstick and eye makeup aren't as important as what's inside a person. A female truck driver tells us what her job is like, while a three-headed stereotyping beastie interrupts all the nontraditional activities by spouting many of the most common stereotypes. A young woman reels off the list of qualifications she thinks any prospective husband should have, overwhelming the men who overhear her. The show concludes with hugs all around, and a chorus of "Breaking Free."

Preview Activity

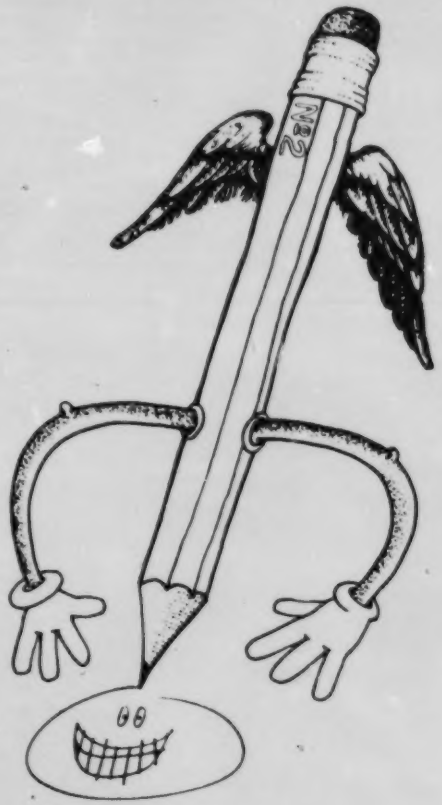
Ask for a volunteer to recall what she or he learned about STEREOTYPING in the first segment of the program. Ask students to recall what stereotyping means and to give examples of it from the show.

Talk Topics

- Ask students what stereotypes were used in the second segment of the program. See if they can give examples. Their examples should include such remarks as "Blacks have rhythm," "Girls are delicate and unscientific," and "A real man doesn't cry."
- Remind the students of the young woman who described what she wanted in a husband. Were her demands fair? Ask if anybody can remember all the descriptions included. (Strong, forceful, intelligent, aggressive, dominant, independent, courageous, unemotional, persevering, handsome, ambitious, clever, tough, rich, always able to make the right decisions, meets all her needs, and carries heavy packages) Do you think all those traits are possible for one person? Is it even desirable to have all those traits?
- What nontraditional careers for women were suggested in the program? (Police work, trucking, construction, sports, science, small-business owner, business executive) Which of those jobs appeal to the girls in the class? Do any appeal to the boys? Should both boys and girls be interested in those jobs?

More to Come

See activities on pages 39 to 40.



Program 9A

CANDIDATES

Focus: Responsible Leadership

Highlights

A skateboard show for the school carnival—That's a great way for her homeroom to raise money, thinks Denice O'Malley; but Tyler Speer, who most students believe will be the next homeroom president, doesn't agree. So Denice decides to run against Tyler; however, it soon looks as though he can't be beaten.

Preview Activity

Copy the statements below and distribute them to two boys and two girls. Tell the students that they are going to elect someone to an important post and will now hear brief campaign statements from four candidates. Then have the four candidates read their statements to the class.

Student 1: "Hello, my name is Vaughn Vague. I'm not sure I really want this job, but I guess I ought to take it if you want me. I don't know what can be done about the big mess everything is in, but I'll sure try to do something. I just hope that if I make an even bigger mess you won't hold it against me."

Student 2: "Hi—I'm Mindy Mindful. I want to do a lot of things. If it turns out that you don't want them done, I promise that I'll always listen to you. But in the end I'll do what I think is best."

Student 3: "Hello, I'm Paul Popular, and I'm here to tell you that I'll do anything you want done, and I won't do anything you don't want done. It's that simple: A vote for me is really a vote for yourself."

Student 4: "Hi—I'm Terry Tough. We're all sick of hearing people complain. We need to get things done around here. We need a leader who will make all the decisions—everyone else should just be quiet and do as they're told."

After the statements have been read, ask the class to choose the candidate that would be the best leader. Tally the votes. Then discuss the students' perceptions of leadership.

Talk Topics

- What mistakes did Denice make in her campaign?
- What do you think of Tyler Speer as a leader?
- How can you identify a leader?
- Is a person born either a leader or a follower, or can leadership be learned?
- What responsibilities does a leader have toward followers? What responsibilities do the followers have toward the leader?
- What are some of the differences between a good leader and a bad leader?
- What are the best ways to get people to take responsibility?

More to Come

See activities on pages 52 and 53.

Program 9B

CANDIDATES

Focus: Responsible Leadership

Highlights

Denice's campaign for election as homeroom president at her school is not going very well. Her opponent, Tyler Speer, is a popular big shot at school; but, more importantly, Denice's main campaign promise—to organize a skateboard show at the school's spring carnival—appears to have been frustrated by the Physical Education Department. Denice and her friends, with the help of good advice from a city-council member and their own determination, organization, persuasive powers, and good sense, convince the students that Denice would really be the best leader, and she is elected homeroom president.

Preview Activity

To illustrate how important it is to show responsible leadership qualities if one wishes to get a good job, have the class pretend they are employers looking for someone to be the director of the next class play. Then ask four students to play the roles of APPLICANTS for the jobs. Applicants will give reasons why they think they could do a good job as director. Have the students decide which person is best qualified for the job and discuss their choice. The suggested lines for each applicant are given below.

Type one (timid and inexperienced): I think I would make a good play director. I like plays very much. I think I would like to direct one. The only problem I have is telling people what to do. That embarrasses me, but perhaps I will get over it.

Type two (experienced, but overbearing and insensitive): I'm the person you want. I've directed about a hundred plays, and most of them were very good. They would have all been good if it hadn't been for the actors. They didn't follow my orders. I enjoy telling people what to do, and they'd better do what I say.

Type three (friendly, but incompetent): I think you should hire *me*. I love people. I like to be around them. Plays are great fun. I do as little as possible, because I think the actors should really direct themselves. After all, they're the ones that are up there on the stage. And, of course, if the play isn't done well, then it's their fault.

Type four (good leadership qualities): I have directed many plays, and think I know the business very well. I take the responsibility for a play's success or failure so I expect the actors to follow my suggestions. But I will listen if an actor thinks he or she has a better idea about how to play a scene. To me, the director's job is to do everything possible to help the actors. To do that a director must be firm but fair.

Talk Topics

- What do you think was one of Denice's greatest mistakes when she first started organizing her campaign?
- What was the most important advice that B.J. Wilson gave to Denice?
- What do you think was the greatest mistake Tyler Speer made in organizing his campaign?
- What do you think was the main reason most of the students voted for Denice for president?
- Which do you think is better for a politician to have—a pleasing personality or good ideas? Why?
- Do you think the qualities of a good leader can ever be a handicap in getting a job or doing well in a job? Explain.

More to Come

See activities on pages 52 and 53.

Program 10A

YOUNG AND OLD

Focus: Helping Skills

Highlights

A class assignment sends Walter and Marcus touring their local senior-citizens' center. The boys' initial reluctance quickly turns to interest and then to big-business plans for the center.

Preview Activity

Ask the students to think of a time when they helped someone. Perhaps one of them has comforted a younger brother or sister or has written a note to someone they know is lonely. Or maybe someone has helped a blind person cross a street or has helped a friend learn something new. Tell the students that all of their examples show their concern for others and their own willingness to help. Ask the students to take out a small piece of paper and write down the name of a job that they think has a helping part, and then exchange papers. Give them some examples, such as an ambulance driver, a teacher, a police officer, a fire fighter, a doctor, a nurse, a lawyer, a social worker, and a hospital attendant. Ask someone to read the name of the job and then tell what the helping part of the job is. As you go around the class, make a list of the jobs and the helping parts on the chalkboard. Then go over the list item by item and ask the students whether they picture a man or a woman doing each job, and why? Now tell the students that they are going to see a program about helping. Ask them to look for helping jobs and to keep track of whether the job is done by a man or a woman. After the program is over, you might want to return to the list and add any new helping jobs.

Talk Topics

- Marcus and Walter's assignment was to make a report on three careers that a person could follow while working in a senior-citizens' center. Name as many careers as you can think of that a person might pursue at the center.
- Why do you think people choose to work in helping occupations? What are the rewards of this kind of work? Think about how you feel about yourself after you have helped someone.
- What kinds of activities do you suppose older people enjoy? (Encourage the children to think of as many possibilities as they can, because older people enjoy all kinds of things, provided they are in good health.)
- What kinds of activities might some older people need help with?
- Why do you suppose Marcus and Walter were so surprised to find their football hero, Rick Ballard, working at the center? Why was Rick working there? Is it unusual to find a man in a helping job? Is there any reason why men should not be in those jobs?
- How did Rick act with the older people he was helping? How did he show that he cared?
- Based on what you know about Marcus and Walter, what kinds of occupations can you imagine them choosing when they are older? (Marcus might be a business manager, advertising executive, public-relations worker; Walter might have a job that involved helping.)
- Do you think you might like a helping job? Do you have any special qualities that make you think you might be good in that kind of work? (Encourage the children to think of such qualities as patient, good listener, thoughtful, understanding, and cooperative.)

More to Come

See activities on pages 43 and 44.

Program 10B

YOUNG AND OLD

Focus: Helping Skills

Highlights

Young and old clash when Marcus starts giving orders and the senior citizens get turned off and give up. The boys realize that forcing help on others is no help at all. It is a hard lesson learned; but in the end, everyone benefits from the boys' understanding.

Preview Activity

Ask the students to recall what happened in the first part of the program. Marcus and Walter were excited about the upcoming super sidewalk sale, but trouble was brewing. What problem was developing for Marcus? Make sure the students understand that Marcus has planned too much work for the senior citizens and has allowed too little time for it. Then ask everyone what they think will happen next. List all suggestions that seem possible, such as

- Marcus will talk the senior citizens into meeting the schedule.
- The senior citizens will not like what is going on and will give up.
- Rick will reorganize everything for the boys.
- Marcus and Walter will help the senior citizens meet the schedule by doing their work for them.
- Marcus and Walter will cancel the sale.
- Marcus and Walter will hire other people to help get the job done.

Tell the students that the boys will learn something important about helping other people in this part of the program, and that they should see if they can figure out what the lesson is.

Talk Topics

- Marcus told all the people what they had to do to make the sale a success. What was wrong with the way Marcus talked to the senior citizens? How did the senior citizens react to what he told them? Do you think a girl would have treated the older people differently? How? Why?
- Suppose I asked each of you to do one week's worth of homework in an evening? How would you feel? (Panicky, angry, bullied, insulted) How do you think the people at the center felt about Marcus?
- How do you suppose Marcus felt as he watched his great plans for the sale crumble? Why didn't he realize what the problem was?
- Rick reminded Marcus that he hadn't considered what the senior citizens could actually do. Marcus had made them feel defeated before they began. Think about how you feel when you're unsure of yourself. Now think of how you feel when you are self-confident. What are those feelings? Which set of feelings helps you get something done? Why is that so?
- Can you think of any reasons why Frank, the gruff, older man, acted the way he did? (He was sad and lonely, and he missed his wife. He was too proud to admit that he needed help and was lonely. He didn't think he was worth anything to anyone now that he was older and no longer worked as an artist.) What made him change?
- Do men have more trouble showing their emotions than women do? Why, or why not?
- What did Marcus do to show that he cared about Frank? (Marcus asked questions and listened; suggested a hearing aid; accepted Frank)
- What was the lesson that the boys learned about helping other people? (Forcing help on others is no help at all; help takes sensitivity to others' preferences and abilities; help takes patience)

More to Come

See activities on pages 43 and 44.

Program 11A

GOOD SIGNS

Focus: Assertiveness

Highlights

Toni Hunt, a deaf girl, joins Mr. Roper's math class. It's the first class she's ever attended with normally hearing children. Some of the students seem to resent her presence. But Penny feels that Toni is just like anybody else, except for her hearing problem. Penny wants to speak up when Tyler and others make fun of Toni and show their ignorance of the problems and capabilities of the deaf. But Penny's shy about speaking up, and besides, she doubts that the others would listen to her. Denice tries to encourage her. Meanwhile, Mr. Roper wonders whether Toni really belongs in his class. When he can't understand her answer to a question, he quickly calls on someone else. Later he tells the support teacher that he thinks Toni should return to the special classes for deaf children. Aware of this, Penny asks the support teacher if there is any way she and her friends can help. He assures her there is, and suggests she talk to Mr. Roper about it. But Mr. Roper is too busy to listen to Penny and tries to put her off until the next day.

Preview Activity

Ask the students if they ever heard of the word ASSERTIVE. If some of them indicate that they have, ask for volunteers to tell what they think assertive means. Then define assertive and give the students a brief example of someone acting assertively:

Greg asked Maria to let him copy her homework assignment. She told him she'd worked hard on it and didn't want to let him copy it. Greg started calling Maria names, and said that he would tell everyone she was a baby if she didn't let him copy her homework. Maria told Greg that she understood how bad he must feel for not having done his homework, but her answer was still no. As a result Maria felt good about herself because she had had the courage to say no.

Point out to the students that a person who acts assertively is reasonably sure of her or his rights; that the person usually keeps a cool head and remains calm, even when another person does not; and that the person keeps in mind exactly what is wanted, and states the point in a direct and friendly manner.

Talk Topics

- Ask the students who besides Toni has a problem in this program. What about Penny? Does she have a problem? What is it? (She wants to help Toni and wants to convince the others that Toni is bright and capable, but she isn't getting her point across. She needs to be more assertive.)
- Ask the students to think of what Penny might do to get her point across. What should she do to get Mr. Roper to listen to her?
- Ask the students how they think being assertive might help them. Has any one of them ever been assertive? When? What happened? How did they feel?

More to Come

See activities on pages 47 to 49.

Program 11B

GOOD SIGNS

Focus: Assertiveness

Highlights

Penny doesn't let Mr. Roper put her off. She quietly insists on talking to him about Toni and about the ways they can help her. Mr. Roper agrees to try, and he tells Penny to do anything she thinks might help. Next day he finds the chairs arranged in a circle so that Toni can see everybody's lips. Mr. Roper announces that Mrs. Yates's class has challenged his class to a math contest, and that the four best students from each class will represent their class. To choose the four best students, he will give a preliminary test after school. Penny urges Toni to take the preliminary test. "Be assertive," Penny tells her. So Toni decides to take the test. When the papers are scored, Mr. Roper tries to choose Tyler over Toni, even though she had fewer wrong answers than Tyler. Penny protests, and Walter agrees with her. If Toni can't be on the team, neither will they be. So Mr. Roper gives in. At the contest, Toni answers the question that wins the contest for Mr. Roper's class. But he's *still* not convinced that she belongs in a regular class; he thinks she should be put back in special classes with other deaf children. But something happens that touches him and changes his mind. As he leads the homeroom class in the pledge of allegiance to the flag, *all* the pupils respond in sign language. Realizing how much trouble they've taken to learn sign language and how much they care about Toni, Mr. Roper is moved. He relents and decides to let Toni stay in the class after all.

Preview Activity

Ask for a volunteer to recall how the first segment of the program ended. (Penny was trying to talk to Mr. Roper about giving Toni some help.) Ask if anybody recalls what kind of behavior can help a person get what he or she wants. (Assertiveness) Ask the students to note, as they watch the second segment of the show, whether Penny has become any more assertive than she was before and whether her new assertiveness is useful to her.

Talk Topics

- Ask the students whether they noticed a change in Penny's behavior. Did she become more assertive in the second segment of the show? (Yes, she did.) In what ways? (She quietly and politely insisted on talking with Mr. Roper. She talked her classmates into using sign language for the pledge of allegiance.)
- Did Penny's increased assertiveness pay off? (Yes, since Mr. Roper changed his mind about transferring Toni out of the class.)
- To be assertive, what qualities does a person need? (Self-confidence; the conviction that one is right; persistence) What kind of person might have trouble being assertive? (A shy person; a person who hesitates; a person who is quiet by nature)
- Is it *bad* to be shy, quiet, unassertive? (No; some people are naturally that way. But such people might want to try to change if they find that their present behavior rarely gets them what they want in life.)
- When might assertiveness itself be a bad thing? (When it becomes extreme aggressiveness, pushiness, discourtesy to others, and stubbornness.)

More to Come

See activities on pages 47 to 49.

Program 12A

HEY, MOM!

Focus: Changing Roles

Highlights

Kathleen Dinsmore wants to take a job, to supplement the family's income as well as to explore an interest of hers outside the home; but her husband, Bob, is strongly against the idea. Their children, Walter and Tess, have mixed feelings on the subject: fixing their own meals might be fun, but there would be a number of other things that their mother would be unable to do for them if she were employed full time; they aren't sure they like the idea either. Kathleen learns from a friend that there are job openings at the local tool and die plant, and her friend promises to arrange an interview for her. Later that day Bob comes home with the unhappy news that his company has laid him off. Now it looks as though Kathleen will have to take a job just so the family can keep up with current expenses. But when Kathleen tells Bob about the tool and die company, he objects anyway.

Preview Activity

Write the following job titles on the chalkboard: hairdresser, factory machine operator, salesperson, telephone operator, taxi driver. Ask the class members to hold up their hands when you point to a job their mothers might be able to perform. After each job title, record the number of votes. Have some of the children role-play male interviewers and female job seekers hoping to get one of the jobs. Tell the class that the program they are about to watch concerns a woman who takes one of the jobs listed and finds that it causes trouble.

Talk Topics

- Ask whether any of the students have mothers who work full time outside the home. List the jobs they hold. Ask those who have working mothers if they themselves help out at home with the chores. Ask the same question of those whose mothers don't work outside the home. What are the advantages and disadvantages of both arrangements? Does anyone feel the way Tess and Walter did?
- Ask if any students can list the reasons why Mrs. Dinsmore wanted a job. (To have more money to pay the bills, and to have an interest outside the home) What JOB SATISFACTIONS can a person get out of work?
- Why is Bob Dinsmore so unhappy about his wife's desire to work? (Maybe he's worried about what people will say. Help the children understand that Bob is concerned that he may appear inadequate and unable to care for his family by himself.) Discuss Bob's reasons.

More to Come

See activities on pages 41 and 42.

Program 12B

HEY, MOM!

Focus: Changing Roles

Highlights

Kathleen Dinsmore gets a job as an apprentice machine operator at the local tool and die company. She begins to reorganize the family schedule so that preparing the meals and doing chores like dishwashing and bed making will be shared by Bob and the children. Tess and Walter are enthusiastic and helpful, but Bob is depressed and he lets his chores go. It isn't long, though, before Bob has found a new job at even better pay than his old job. He tells Kathleen that she can quit her job now, but she disagrees. She likes her work, and it's important to her. It looks as if the big argument is going to start again. When Kathleen returns home after work that night, Bob has prepared a candlelight supper for two and has sent Tess and Walter to the movies. It looks as though Kathleen and Bob will resolve their differences and continue happily as a family in which both partners work.

Preview Activity

Ask for a volunteer to recall how the first segment of the program ended. (Bob was out of a job, and Kathleen was planning to apply for work. Bob was opposed to her idea, but he was sure that Kathleen would never be hired to run heavy machinery, anyway.) Encourage the students to speculate on whether or not Kathleen will get the job and, if she does, how it will affect life in the Dinsmore home. Make lists of the good and the bad effects as seen by the students.

Talk Topics

- Ask how many of the girls in the class intend to marry but not work outside the home. How many of them plan to take jobs whether they marry or not? Record the number of girls who respond either way. Then encourage them to talk about the reasons for their choices. After hearing some of the reasons, point out that most women in this country work outside the home for thirty years of their lives.
- Ask the students to consider what might happen if Bob Dinsmore were permanently unable to support the family. Then Kathleen would *have* to work outside the home. Encourage the girls to tell what job skills they would like to develop besides the skills needed to run a home.
- It seems that Kathleen's job interferes with the smooth operation of the Dinsmore family. Is that a disaster? Encourage the children to recall scenes from the program that suggested the children were having a good time as they helped. Remind them that Bob even made a dinner to celebrate his new job and the family's increased purchasing power. Help the children understand that all family members have a responsibility to help with the household chores and that doing those things can be rewarding. Ask the students if they think the Dinsmores will be a happy or an unhappy family now that Kathleen has decided to work permanently.

More to Come

See activities on pages 41 and 42.

Program 13A

GREASE MONKEY

Focus: Nontraditional Skills and Interests

Highlights

Chris, a young girl with mechanical skills, persuades Mat Morgan, a hard-nosed employer, to give her a job pumping gas for the summer. Dave, a patient mechanic, teaches her about auto repair, and Chris shows every day that she is a responsible and competent worker. Mat and Dave trust Chris to handle the gas station on her own one afternoon, but Chris encounters an engine-repair problem that she can't handle. Rather than admit the job is beyond her skills, Chris tries to do it and fails. Mat is furious, Dave is disappointed, and the customer's car engine is strewn around the gas station.

Preview Activity

Write the following on index cards:

Boys
Boy playing with a doll
Boy baking and frosting a cake
Boy helping an injured person walk
Boy practicing ballet
Boy skipping rope
Boy sewing a button on a shirt
Boy caring for a garden
Boy ironing a shirt
Boy setting a table

Girls
Girl playing football
Girl building a tree house
Girl practicing the drums
Girl mowing a lawn
Girl pumping gas
Girl changing a tire
Girl fixing a car engine
Girl playing a tuba
Girl doing a science experiment

Put the "boy" cards into one box and the "girl" cards into another. Have one student at a time pick one of the cards for his or her sex and pantomime the action. After the class has guessed the action, discuss everyone's reactions. Help the children write a definition for NONTRADITIONAL based on everyone's reactions. Tell the students that they will see a girl named Chris performing a nontraditional activity in "Grease Monkey," and ask them to watch for reactions of the other TV cast members. Who finds Chris's skill surprising? Who makes fun of Chris? Who encourages Chris to learn more?

Suggest that the students add cards to the boxes and hold regular pantomime sessions.

Talk Topics

- What kinds of nontraditional activity was Chris doing? Why do you suppose MECHANICAL SKILL seems surprising for a girl? Were you surprised by Chris's skill? Why, or why not?
- What other jobs can you think of that require mechanical skill? (Aircraft mechanic, crane operator, electrician, mechanical engineer, structural ironworker, carpenter, dentist, film editor, plumber, surgeon) Can you think of women you know who have mechanical jobs?
- Name some other activities, interests, and skills that you think are surprising for a girl. Is there any reason why a girl can't or shouldn't do any of them? Discuss any reasons and ask for counter arguments.
- Why do you think Chris worked so hard at getting and keeping her job? Make a list of things Chris did that helped her get the job.
- Chris had to assert herself to get the job. What do you think ASSERTIVE means?
- Talk about times when you had to assert yourself, as when meeting new friends, running for a class office, leading a group, trying a nontraditional activity.

More to Come

See activities on pages 36 and 37.

Program 13B

GREASE MONKEY

Focus: Nontraditional Skills and Interests

Highlights

Unhappy because of her mistake, Chris hesitates to go back to the station. With encouragement from her mother, she decides to return and face Mat. Chris asserts herself and convinces Mat that she should get the job back. He unwillingly agrees. Again Chris is entrusted with the station, and again—an engine breakdown. This time the situation is an emergency—two lives depend on Chris's skill. Chris remembers what Dave has taught her, and handles a tricky fuel filter-repair job with cleverness, clear thinking, and a cool head. Even stubborn Mat has to admit that Chris is a talented mechanic.

Preview Activity

Ask one student to read aloud, one at a time, the activity suggestions for the index cards that were prepared for the preview activity on the opposite page. Tell the class to call out job titles that relate to the activities. Have another student write the titles for boys and the titles for girls on the chalkboard. (Possible job-title responses are listed in the same order as the suggestions for the index cards.)

Boys
nurse, doctor, teacher, father
cook, father, housekeeper
doctor, nurse, therapist
ballet dancer, athlete, actor
athlete, dancer
tailor, father, clothes designer
gardener, groundskeeper
tailor, housekeeper
housekeeper, waiter

Girls
athlete
carpenter, shop teacher
musician, music teacher
gardener
gas-station attendant
mechanic
musician, music teacher
scientist, science teacher

Help the students think up some less obvious titles. After you have completed both lists, ask the students if they can pick out the jobs that seem unusual for boys or girls. Ask them to explain why they think the jobs are unusual. Ask the students if they know of any men who are nurses, cooks, housekeepers, or day-care workers, or women who are athletes, carpenters, gas-station attendants, mechanics, or science teachers.

Ask the students to think of all the occupations that Chris might like to explore someday. (Aircraft mechanic, electrical engineer, mechanical engineer, telephone installer and repairer) Then ask about Dave. What other occupations might Dave like? (Encourage the students to think about Dave's concerned and caring attitude toward Chris. He might become a teacher, nurse, doctor, day-care worker, counselor.)

Talk Topics

- Why do you think Chris's parents encouraged her to try to get her job back? Do you think your parents would encourage you in the same situation?
- What did Chris do to get her job back? How did she win the argument with Mat? Have you ever won an argument? How did you do it?
- How did Chris handle the emergency? Did you expect her to be able to handle it? Why, or why not? Do you think girls are expected to handle emergencies with a "cool" head? Why, or why not?
- What does Chris's girl friend, Ginny, think of Chris's job? What do you think of Chris's job?
- What did Chris learn from her summer job? What did you learn from this story?

More to Come

See activities on pages 36 and 37.

ACTIVITY UNITS

NONTRADITIONAL SKILLS AND INTERESTS

My Favorite Activities. Have each student list four activities they like to do. Emphasize that they can be any kind of activity (swimming, singing, running, drawing, cooking, studying wildlife). Then tell them to write down the activities in order of preference and to put the paper inside their desks for the time being. Then have them make a chart like the one shown below for each activity listed. This chart should be made on a second sheet of paper. You might copy the sample chart shown below on the chalkboard.

Why I like to(activity)	
I know how to do it.	(4)
I am good at it.	(5)
I have done it before.	(3)
I want to do it better.	(9)
I know other people who do it.	(4)
TOTAL:	(25)

Explain that each student should mark his or her chart with a grade ranging from 1 to 10 for each reason. Indicate that 1 = little or none; 5 = average; 10 = unusual amount.

After the students have made a chart and graded it for *each* activity they listed, have them take out the paper with their original list and put their score beside each activity. Find out how many students scored their highest marks in the activity they listed as their preference. This will help them identify their talents and it may make some realize that they

may like certain activities more than they thought they did. You might try this activity early in the year and again later to see if the students have increased their activities to include more NONTRADITIONAL ones.

Job List. On separate pieces of paper, write the following phrases: MECHANICAL SKILLS; ATHLETIC SKILLS; SCIENTIFIC SKILLS; PHYSICAL STRENGTH. (You may want to define them for the class in advance.) Place the slips of paper in a box and choose two teams. Have a member of one team draw a slip. That team should now tell all the jobs they can think of that are related to the skill that a female could perform. When the first team cannot think of any more jobs, the second team is allowed to add new jobs to the list. When the second team is finished, one of its members draws another slip and the procedure is repeated. A scorekeeper counts the number of jobs each team contributes. The team naming the greatest overall number of jobs is the winner. If the students are unable to come up with many jobs because of their own sex-role stereotyping, talk about that and try an activity on pages 38 to 40.

Occupation Surprise. To help the students recognize that they have skills and talents that could lead to nontraditional jobs, select six girls to act as job seekers. Have the rest of the class act as job-placement personnel. Each job seeker should come to the front of the room and hold up a piece of paper so the class can see it. Her present occupation is written on the paper and beneath that some of her abilities. On the back of the paper is a nontraditional occupation that a person with the same skill might be able to obtain.

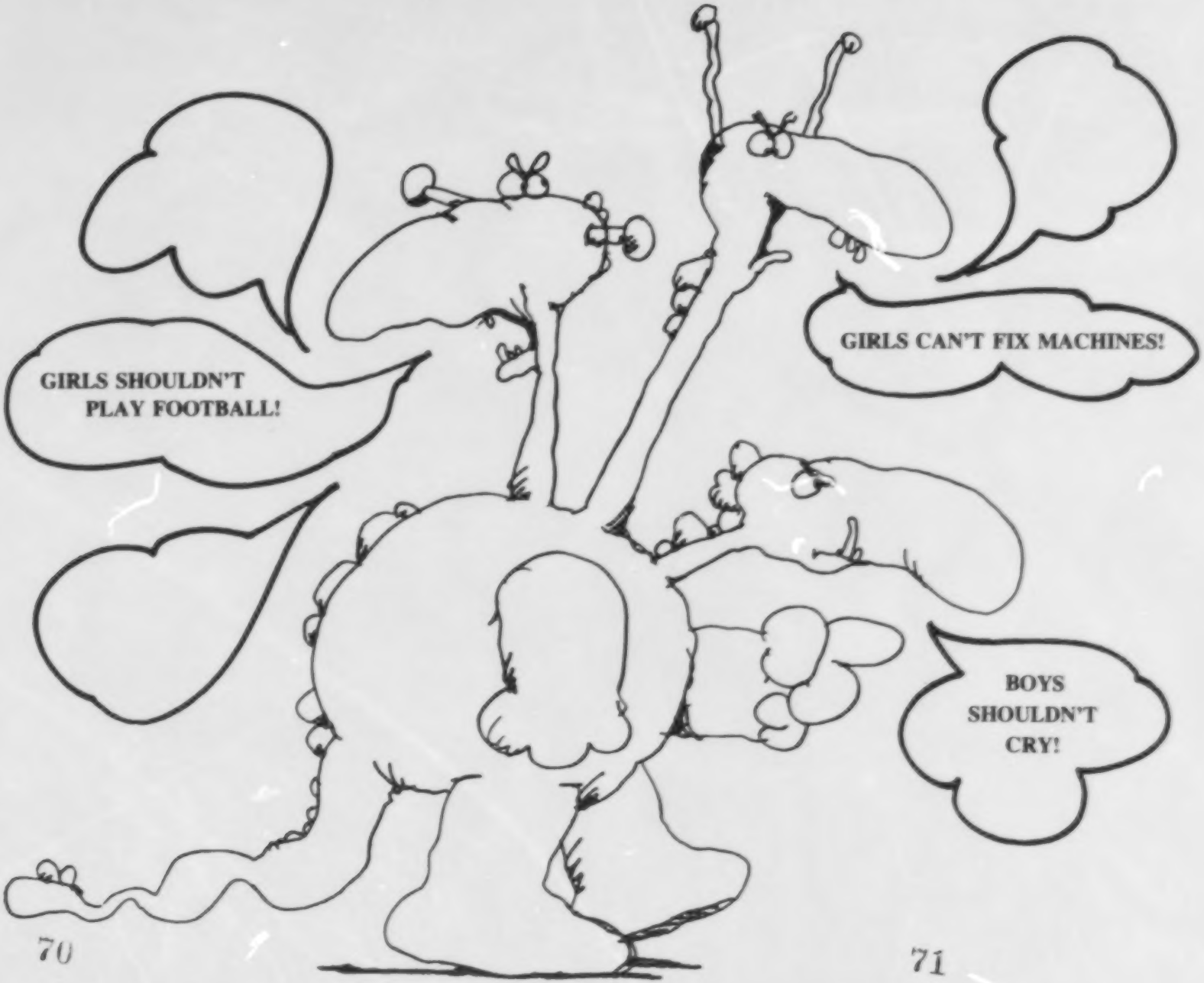
The occupations and abilities are as follows:

Side 1	*Side 2*
Seamstress	*Surgeon*
ability to sew	
good eyesight	
steady hands	
Waitress	*Construction Worker*
carries heavy loads	
stay on feet for long periods	
handles emergencies	
Kindergarten Teacher	*Factory Supervisor*
puts up with noise and confusion	
deals with different personalities	
Ballet Dancer	*Football Player*
excellent physical condition	
excellent sense of timing	
works well with others	
Nurse	*Union Negotiator*
understands human nature	
keeps temper	
concern for others	
Manicurist	*Talk-Show Host*
good listener	
great curiosity	
gets along with people	

Have the six job seekers appear, one at a time, before the class as if applying for a job. The class looks at each student's occupation and qualifications. Then ask the class to act as job-placement workers and suggest other jobs that a person with those qualifications might be able to do. After a few suggestions have been made for each job seeker, have the applicant turn her paper over and show the occupation that is written there.

Sportswomen. To make the students more aware of women in activities of skill and endurance, initiate a discussion about women in the traditionally masculine fields. Ask the students to name women who have gained prominence in some sport—golf, basketball, football, baseball, tennis, or skating. As they contribute names, write the names and the sport on the chalkboard. Ask them if they know of any other activities of women in the fields of exploration, mountain climbing, sailing across oceans in small boats, exploring deserts, and so on. Mark them down, if they offer them, to show the large number of women who are engaged in a wide variety of activities demanding courage, strength, and stamina. If students are unable to think of examples for this activity, assign small groups a sport or area of exploration to research.

Picture This. Ask each girl in the class to draw a picture of a woman doing a nontraditional job that interests the girl. On the bottom of the picture, the girl should list "rewards" (the things about the job that attract her) and "pathways" (the things she would have to do to qualify for the job). Display the pictures and texts and ask the class to comment on them. The same activity could be done by all the boys in class to identify nontraditional jobs for boys.


GIRLS SHOULDN'T PLAY FOOTBALL!
GIRLS CAN'T FIX MACHINES!
BOYS SHOULDN'T CRY!

STEREOTYPING

Stereotyping Beastie. Make copies of the stereotyping beastie shown here and urge the students to fill in the balloons with stereotyped ideas they hear all the time. The examples shown in the balloons are meant to give you ideas; block them out when you make the copies.

Try It—You Won't Like It. Try a classic experiment. Establish a situation in which an arbitrary stereotype rules your classroom. Separate the class according to the first initial of their surnames. Those whose names start with *A* through *M* are in group 1 and those whose names start with *N* through *Z* are in group 2.

Day 1. Group 1 is the superior group; group 2 is the inferior group. Tell group 1 that they are smarter than group 2; that they are bound to earn better grades; that they always seem to do things right. Make it clear to everyone that they are favored in your eyes.

Tell group 2 that they just don't measure up; that they're not as smart, not as important as group 1; that their work is not worth as much as group 1's—so they can never get an *A*, no matter how good they think they are; that they are lazy, and weaker than group 1.

All during day 1 give group 1 privileges. They should be allowed to do all the desirable tasks around the classroom. They should be given a great deal of praise when they answer questions correctly. It should become very obvious to group 2 that they are the victims of discrimination.

At the end of the day, have both groups write a paragraph about how they felt about their experience.

Day 2. Reverse the status of the groups. Group 2 becomes the superior group; group 1, the inferior group. Provide experiences similar to those of the day before.

At the end of day 2, again have them write about their feelings. This time, however, have them add a paragraph to contrast their feelings on the two days. What conclusions have they reached? Was it a fair way to deal with people? Can they think of similar examples in everyday life? How did the situations resemble ethnic stereotyping or sex-role stereotyping?

Outer-Space Probe. Pose the following problem to the students: You live on another planet and you have tuned in to Earth on your interplanetary TV for the first time. Reception will last twenty-four hours. Everything you learn about women and men on Earth will be based on what you see on TV. Suggest to the students that they watch an evening of TV and take notes on what they find out about Earthwomen and Earthmen—their appearance, their work, their talents, and their likes and dislikes. Have them make a separate list for each sex and then report their findings the next day. Discuss whether, as inhabitants of a faraway planet, they have gotten an accurate and total picture of women and men on Earth.

Happy Unbirthday! From magazines or catalogs, cut out pictures of objects that might be given as gifts. Include objects that are conventionally considered "women's things" (pots and pans, dishes, towels) and "men's things" (tools, fishing rods, golf clubs). Pass the pictures out at random and wish everyone a happy unbirthday. Call on the students to show their gifts and react. Some of the students may find their presents appropriate and welcome, while others may find theirs inappropriate and even amusing. When a gift is declared inappropriate, ask the student to imagine a time in the future when he or she might welcome the gift. Remind the group that many men and women live alone for part of their lives and must do things for themselves. Suggest that the students give their unbirthday present to someone else in the class, and then discuss the new reactions.

Where Do You Stand? Using the length of the classroom as a continuum, choose one of the pairs of traits given below, and designate one end of the room as one trait and the other end of the room as its opposite. Ask the students to stand on an imaginary line one at a time, between the two traits, according to where they see themselves. The effects of sex-role stereotyping should be apparent: the girls will cluster toward one end and the boys toward the other. Tally the results and talk about the reasons. Ask the students which traits are desirable for people in general. Encourage them to see that girls as well as boys share and can cultivate the same traits. (The traits to use are tender—tough, neat—sloppy, adventurous—cautious, strong—weak, leader—follower, noisy—quiet.)

Button Up. Have the students make anti-stereotyping campaign buttons, using round pieces of cardboard and pins. Help them think of slogans and accompanying illustrations.

Change Is the Aim. The titles of many occupations used to imply that it was mainly men who did those jobs. Other job titles implied that certain jobs were done mostly by women. Some kinds of jobs were done exclusively by people of a particular ethnic group. In recent years, however, the titles of some jobs have been changed. It is now illegal to discriminate in the job market. Here are some examples of job titles that have changed: mailman is now letter carrier; policeman is now police officer; chairman is now chairperson. Ask the students to find new names for the following occupations: fireman, housewife, deliveryman, laundryman, garbageman, craftsman. Have each student illustrate a changed title on a poster. At the top of the poster, show the old title with an X through it, followed by the new title. Under the title, show a worker in the new nontraditional job.

Job Mystery. Read each of the following job descriptions aloud and ask the students whether the job is best suited for a man or a woman or both, and note their reactions. After all the descriptions have been read, reveal the surprising job titles. Discuss any new reactions.

Job A: This person must be a precise, careful worker who is able to sew very well. The job does not require physical strength, but endurance is a necessity. (Brain surgeon)

Job B: This person must be able to control and train a valuable animal that bites and scratches. The animal must be handled firmly, but carefully. (Parent of a one-year-old child)

Job C: This person must be very agile, remain standing for long hours, and carry and use heavy objects. The person must also be coolheaded and efficient in emergencies. (Homemaker)

Canned Goods. Suggest to the students that they are shopping in a "stereotyping supermarket." Available in the canned-goods section are girls, boys, teachers, teenagers, mothers, fathers, doctors, plumbers, secretaries, nurses, and students—all in cans! Ask the students to select a can and describe its contents. Ask what the person is like and what the person is doing. Discuss whether the words used are stereotyped or not.

Task Tally. Suggest that the students examine the division of labor in their own school. Work with the students to tally the number of females and the number of males in the following jobs: teachers, lunchroom staff, maintenance staff, administrators, nurses, and clerical personnel. If the students find that males outnumber females or females outnumber males in certain jobs, ask them to speculate on possible reasons. Encourage a free exchange of ideas. Conduct another Task Tally for the high school in your school system and compare the data gathered.

Ad Nauseam. Have the students check TV, newspaper, and magazine ads for examples of sexist and ethnic stereotyping (women and cleansers, men and motor oils, women and perfume, men and beer). Discuss why advertisers use stereotyping. Discuss what could be done to stop it.

CHANGING ROLES

Add It Up. Bring in copies of the classified ads from a newspaper and ask the students to look them over. Tell them that jobs used to be listed in newspapers as "jobs for women" and "jobs for men," but that custom is no longer allowed. Ask the students why newspapers divided the job listings and why the custom was stopped. Then ask them to find at least three different job listings that might interest them and to cut them out and paste them on a sheet of paper. Ask them to write one sentence under each job listing, telling why they chose it. Later, display the ads in class and discuss whether jobs were chosen because they might be personally satisfying or because of the salary they would provide.

What Can Parents Do? Have the students make posters showing nice things that happen when mothers and fathers spend time with their children. Begin with a brief discussion. Ask the students if they see as much of their mothers as they would like to. What about their fathers? Point out that many mothers and fathers are kept busy with their work and don't get to spend as much time with their families as they would like to. But it's rewarding and lots of fun when they can do things together. Say, "Here are some things a mother can do with her family." Read some of the following sentences aloud.

- She can play games with the family.
- She can read to you.
- She can help you train the dog.
- She can listen to your troubles.
- She can teach you how to make things.

Then say, "Here are some things a father can do with his family." Read some of the following sentences aloud.

- He can tell you how the world was long ago.
- He can get the cat out of the tree.
- He can help you learn to whistle.
- He can buy you a watermelon.
- He can take you on a picnic.

Next, ask pupils to think up five or ten more "She can" and "He can" sentences of their own. Write them on the board as the pupils call them out. Talk about any differences between what the students think mothers can do and fathers can do. Now let each child choose a sentence to write at the bottom of a piece of drawing paper. Above it, she or he should draw a picture to illustrate the sentence. Display the pictures on the bulletin board under the heading "What Parents Can Do with Their Families."

A Long Way. Hang up a roll of butcher paper along one wall and divide the paper into sections that represent the remaining months of the school year. Ask the students to record the changing roles of men and women by displaying examples of changes on the time line. Suggest that, once a month, each student bring in an ad or article that shows men or women engaged in nontraditional activities and occupations.

Work Questionnaire. Pass out copies of the questionnaire on page 42. Ask each student to have a working parent, family member, or friend answer the questions on the questionnaire. When the students return with the answers, ask them to draw pictures of the people who answered the questions for them. They should label the pictures—for example, "A Salesperson at Work"—and should list below the label one or more of that person's reasons for liking his or her job. Discuss any differences between the women's reasons and the men's reasons. If differences are discovered, talk about why the reasons differ. Make a bulletin-board display of the students' drawings and discuss any additional reasons for working that the questionnaire may have revealed.

A Biography. Make photocopies of the short biography on page 42. Distribute them to the class members. Ask the students to study the biography and then answer the question at the end. If you wish, make it a race to see which student can get the answer first. Or divide the class into two or more teams, and let each team discuss the problem among themselves and race to answer it. (The answer to the puzzle is *30 years*.) Discuss whether the students are surprised that women work so long. Have any girls in class thought about working? Have any boys? How many mothers work? Why do they work?

QUESTIONNAIRE

Our class is making a bulletin-board display to show the reasons why people work. We would appreciate it if you would answer the following questions. You don't have to give your name. Thank you for helping.

1. What kind of work do you do?
2. If you didn't need the money, would you work anyway?
3. What do you like about your work? (Check any answers that apply.)
   - ☐ Working makes me feel useful.
   - ☐ My work helps other people.
   - ☐ I feel proud of the work I do.
   - ☐ If I didn't work, I'd feel bored and left out.
   - ☐ I meet interesting people in my job.
   - ☐ My job challenges me.

Please add any other answers that you think of.

BIOGRAPHY OF JULIA DOW GRECO

Julia Dow was born in 1908. In 1929, at the age of twenty-one, she married a thirty-three-year-old grocer, James Greco. Their only child, Peter Greco, was born a year later.

In order to help her husband, Mrs. Greco began working in the grocery when her child was three. Her mother-in-law cared for the child while Mrs. Greco was working.

When Mrs. Greco was fifty-five, her husband died of a heart attack. She sold the grocery and retired. She lived in retirement for fifteen years and died in 1978. She had worked for as many years as the average girl in your class will work during her lifetime.

How many years will the average girl in your class work during her lifetime?

A Family Disagreement. Read aloud "A Family Disagreement." After the students hear about the disagreement, ask them to take sides and debate the issues. Is it fair to expect Roland and the children to share in the housekeeping duties? Should Jane take the telephone-installer job? Encourage the pupils to see that the sharing of household responsibilities would make it possible for Jane to supplement the family's income and get personal satisfaction from a job she'd enjoy. What might Roland gain from the change?

You might also assign four pupils to play the roles of Jane and Roland Stone and their two children. Let them improvise a family-discussion scene based on the story.

A FAMILY DISAGREEMENT

Jane Stone has been offered a job as a telephone installer. She wants to take the job, but her husband, Roland, doesn't want her to take it. He says that's not a job for a woman, and besides, if she starts working she won't have time to keep the house neat, cook tasty meals, do the family's washing and ironing, and take proper care of the children.

Jane replies that those duties are Roland's responsibilities too. She says that the house would stay a lot neater if Roland and the children would start hanging up their clothes and quit leaving empty soda cans and potato-chip crumbs all over the house. Then the house wouldn't need nearly as much cleaning and straightening as it does now.

But what about the meals? Jane says she and Roland could make a very good meal in a short time if they helped each other. When he gets home in the evening he always watches TV until Jane announces that supper is served. If he'd come out to the kitchen and help instead, the meal would take only half as much time to fix.

"But you're asking the children and me to change the way we live!" Roland said.

"Yes," Jane agreed. "That's true."

And what about the washing and ironing? Jane admitted that she won't have time to do it if she takes the job. But she can drop it off at the Jones Laundry on the way to work and let them do it.

"That costs money!" Roland said.

"Yes, it does," Jane agreed. "But I'll be earning more as a telephone installer than I'll be spending at the laundry."

"But I don't like the way the laundry does my shirts," Roland said.

"Our neighbor, Tom Duncan, has his shirts done at the laundry," Jane said. "And he says they're just fine."

"No," Roland said. "You're my wife, and I don't want you to take a job—especially a man's job! And that's all there is to say about it!"

"What about what I want?" Jane said. "Doesn't that matter?"

HELPING SKILLS

Helping Others. Read the two passages below to the children. Then ask them to choose one of the situations, think of three different ways they could help the person involved, and write a paragraph describing what they would do.

> Charles has just moved into a new neighborhood. Because he is a stranger, he is shy and unhappy.
>
> Clara, an older woman who lives by herself, has broken her leg, and she has to wear a cast for several months. It will be very hard for her to move around during that time.

A Word from the Wise. Ask the children to pretend they are filling in for Wise Winny, a newspaper columnist who helps children with their problems by giving advice. Read the letter from "Not a Sissy," and ask the children how they would reply to it. Write the answer, as it gradually takes shape, on the chalkboard. During the discussion, you might point out that ballet is a good exercise for building muscles and that many athletes take ballet lessons. Also touch on the following:

- Have you ever wanted to do something but been afraid that others would laugh at you for doing it?
- Did you do it anyway?
- Do you understand how the boy who wrote the letter feels?

Follow the same procedure with the letter from — Lavonne Rose. The children might be interested in addressing their own problems to Wise Winny. Make a Wise Winny box and ask the children to write letters about problems and put the letters in the box. (The letters can be unsigned if the children wish.) Then schedule Wise Winny sessions in which letters are read to the class and their advice is asked.

> Dear Wise Winny,
> I am a boy with a whale of a problem. I am taking ballet lessons, and my dancing teacher thinks I'm very good. When I grow up, I want to be a professional ballet dancer. But my friends think I'm a sissy. They say ballet is only for girls. I don't want to quit dancing, but I don't want to lose my friends either. What should I do?
>
> NOT A SISSY
>
> Dear Wise Winny,
> I am 12 and I want to play baseball. I am very good at it, but my dad says it's only for boys. What should I tell him?
>
> LAVONNE ROSE

How It Feels. Explain to the children that half of them are going to be "helpless females" and the other half are going to be "helpers." (The boys might play "helpless females" and the girls "helpers" and vice versa.) Pair the teams so that each "helpless" person has a "helper." For the next fifteen minutes, "helpers" should do everything they can for the "helpless females." When the fifteen-minute period is over, discuss the experience with the class. Ask the "helpless females" these questions:

- How did you feel being a "helpless female"?
- Did your "helper" treat you as if you were stupid?
- Did your "helper" seem too nice to you?
- Why would someone act helpless if they weren't?

Ask the "helpers" these questions:

- Did you find it hard to talk to the "helpless female"?
- Did you feel uncomfortable?
- Did you lose patience?
- Did you enjoy the role of "helper"?

Here's Help. Tell the class they're going to make a scrapbook of poems, pictures, and articles about the helping occupations. (You may want to define the term and give some examples, such as teacher, doctor, nurse, veterinarian, camp counselor, and fire fighter.)

Tell them you want them to think of jobs in which a man works in a field traditionally filled by women, such as nursery-school teacher, and jobs in which a woman works in a field traditionally filled by men, such as fire fighter.

Then give each child a sheet of construction paper, paste, crayons, and colored pencils. Ask that each child choose a helping occupation (you may need to suggest some), write a poem or short descriptive passage about it, and clip articles and pictures about the job from magazines and newspapers (or draw his or her own pictures).

The results should be pasted on the construction paper in a design chosen and captioned by the child. Collect the pages and bind them. Encourage the children to discuss each page.

Ask:

- In what ways is this a helping job?
- Is the person in the picture doing a nontraditional job?
- What is happening in the picture? Who is doing what?

Serving Others. Have the class choose a community-service project, such as one of the following:

- making or repairing toys for a children's day-care center
- putting on a play at a day-care center or nursing home
- growing plants and giving them to senior citizens
- running errands for the sick, handicapped, and elderly
- raising money through a bake sale for a community center

Before choosing the project, make sure the children thoroughly discuss the kinds of people who need help. Afterward, choose volunteers to execute the different parts of the project.

Week of Helpfulness. Begin the activity on the first day of the week by asking the children to name ways in which they have been or could be helpful to others. Appoint a child to record the responses.

Afterward, explain to the class that you will make a chart showing all the good deeds that have been suggested, and that you want each child to try during the week to perform one deed shown on the chart (or one that is not shown). The children should put check marks on the chart next to the act of helpfulness they have performed, or write what they have done on the chart if it isn't already there.

At the end of the week, discuss the experience. Have the children describe their good deeds. Ask them these questions:

- How did you recognize the opportunity to be helpful?
- How did you help?
- Did you need another person's help to do your good deed?
- How did you feel about yourself after you had helped someone?

Poster Persuasion. Write the following two lists of jobs on the chalkboard:

List A	*List B*
ambulance driver	child day-care worker
minister	dental hygienist
lawyer	elementary school teacher
psychologist	nurse
police officer	secretary
doctor	telephone operator
fire fighter	social worker

Explain to the children that list A shows jobs traditionally held by men and list B, jobs traditionally held by women. (Check to make sure the children understand what the jobs involve.)

Then ask them to imagine they are interested in getting more women to apply for traditional men's jobs and more men to apply for traditional women's jobs. To do this, they will each make a poster designed to interest a woman in a man's job, and vice versa. Posters should be eye-catching and should give at least two good reasons for a person to seek the job. Afterward, have children display and explain their posters.

What Could You Be? Ask the students to write the following headings at the top of a blank sheet of paper: "These are things I like to do for and with people" and "Someday you could be . . ." Number the papers from one up to the total number of persons in the class.

Shuffle the papers until the numbers are out of sequence; then distribute them. Ask the children to note and remember the number on the sheet they've received. Ask them to also fill in the first column: "These are the things I like to do for and with people. . . ." and to return the sheet to you.

Reshuffle the sheets and distribute them again. Ask the children, each of whom should now have another child's sheet, to fill in the second column: "Someday you could be a . . ." with helping and service occupations related to interests expressed in the first column.

Collect the sheets and distribute them again to persons who filled in the first column. Children should then read both columns to the class. Discuss the careers suggested in the second column and suggest other possible careers.

INDEPENDENCE

What Can You Do? Define INDEPENDENCE. Write the following brief scenarios on the chalkboard. Tell the students to read the scenarios and then write a paragraph about one of them, describing what steps you would independently take to solve the problem.

1. Your school starts an afterschool course in flower gardening. You, a boy, like the idea. When you go to the first meeting you discover that all the others there are girls. Next day your male friends tease you. What can you do?

2. You live with your brother, who works and also keeps house, cooks all the meals, and does the laundry. You've been eating nothing but TV dinners or canned spaghetti, and you're tired of them. And you think your clothes always look messy. What can you do?

3. You and some of your friends are riding your bikes in the park when a wheel comes off of one of the boys' bicycles. You, a girl, enjoy tinkering with bikes. You know you can fix the wheel, but you think that if you start working on it, the girls might laugh and the boy who owns the bike might feel helpless. What can you do?

4. It's about three miles to your school. Your parents both leave for work very early. There is no bus you can take, so your parents have arranged for you to ride to and from school in a neighborhood car pool. You don't like the car pool, and besides, being in it means that you can't join any afterschool activities. What can you do?

5. You have always wanted a dog, but your parents say that dogs are expensive to buy, feed, and care for. It also takes a great deal of time to train them properly and to take good care of them. They say it's not fair to have a pet and neglect it. What can you do?

6. You love music and want to play the violin. You have no violin and your parents say that they can't afford to buy one or to pay for lessons. What can you do?

Have the students discuss their solutions to those problems. Are their ideas practical? Do any of the students have a problem that they might attempt to solve?

Independence Investigation. To make the students aware of ways in which they are dependent, and to help them to increase their independence by learning to do some new things for themselves, ask them to make an "independence investigation."

Ask the students to make a list every night for a week of the things they have done for themselves that day, and the things that someone has done for them. The kinds of things they should list are: preparing meals, making beds, cleaning rooms, washing clothes, mending clothes, doing homework, finding books in the library, making decisions about recreation or school activities, repairing bikes or hobby equipment, getting to school or elsewhere on their own, earning money, and making decisions about spending money.

At the end of the week, write the following questions on the chalkboard and ask the children to use their lists to answer the questions.

1. What things did you usually do for yourself?
2. What things did someone else usually do for you?
3. Which of the things others did for you can you do now, or could you learn to do now?
4. Which of those things will you have to wait to do or learn to do? Why?
5. How might the ability to do all of those things for yourself help you in the future?
6. How might the ability to do those things for yourself help you in a career?

Let the students discuss the things they did and did not do for themselves. Ask whether girls have been especially encouraged to do certain things and boys have been especially encouraged to do others. If there have been such instances, discuss why. Ask each child to select one thing that he or she could learn to do now, and to do it. Encourage the students to choose activities considered NON-TRADITIONAL for their sex. As they begin to master the skills they have selected (probably over a period of several months), let them report on their experiences and achievements to the class. (You might follow up this activity with the "Declaration of Independence" activity and the "Independence Day" activity.)

Declaration of Independence. Ask each child to choose one thing that he or she does not do alone right now, but could learn to do. (For examples, look at the list of things mentioned in the "Independence Investigation" activity.) Tell the children to each design a Declaration of Independence on a sheet of drawing paper that will officially declare their intention to learn to do something new on

their own. Included in the declaration should be the following sentence: "I, (child's name), declare that I will be more independent by choosing to learn to (activity chosen) by Independence Day or (date of your Independence Day)." Display all the declarations and then talk to the students about plans for their upcoming Independence Day.

Independence Day. Designate a certain date as Independence Day. It should be a day when the students can celebrate something they have learned to do on their own and are proud to be able to do. Perhaps someone has learned to do something that is considered nontraditional for his or her sex, such as cooking a meal or fixing a bike or cleaning house. Ask the students to prepare for Independence Day by creating something that will show others what they have learned to do on their own. Some students might like to write a poem or a short story or a song. Others might like to draw a poster or a cartoon, or prepare a pantomime or a skit. When appropriate, others might like to show the students what they have learned to do by actually doing the activity. Plan to have the children present their creations on Independence Day and schedule some time to talk about each child's achievement.

In the Opinion of the Judges. Divide the class into groups of five to seven students each and ask each student to get out a pencil and paper.

The object of this game is to predict the average opinion of the group about the truth of a statement. The statement may be an assumption about independence:

- Independence means you always do exactly as you wish.
- It's not right for a girl to be independent.
- Independent people don't care about others.
- You can only be independent if you're a boy or a man.
- The ability to think independently is important for success in most careers.

Write *one* of the above statements on the chalkboard. Then poll the class. Explain to the players that each of them is to try to predict what the *average* opinion of the group is concerning the statement on the chalkboard. Their prediction may be expressed by any number between 0 and 100. For instance, if they think that more than half, but not most, would agree, they might rate the average opinion as 62 or 70. If they think that almost half disagree, they might rate the average opinion as 45. Each player should write a prediction on a slip of paper and keep it hidden.

Tell one player on each team to write any three-digit number on a piece of paper and remember it. (The three-digit number prevents the next player from knowing what the first player's prediction was.) The first player then adds his or her prediction to the three-digit number and passes the total on. When all the predictions have been added, the paper is returned to the first player in each group, who *subtracts* the three-digit number and then divides the remainder by the number of players in the group. The answer is the average group prediction. The players then show the predictions they wrote at the beginning of the game (which have been hidden), and the one whose prediction was the closest to the average group prediction wins.

The results may be used as the basis for discussion. Why did you think the group would vote as it did? How closely does *your* opinion agree with that of the group? If the group, in general, agreed with the statement, what were their reasons? Or what were their reasons for disagreement? Was the average opinion of your group very different from the opinions of the people who made up the group? If so, why do you suppose that was so?

ASSERTIVENESS

Assertiveness Inventory. Pass out copies of the Inventory on page 48. Ask the students to read the six situations described and to circle the letter of the answer that seems closest to what they themselves might say in each situation. Tell them to answer each question as honestly as they can. Point out that there are no "right" or "wrong" answers; this is just an activity to help them learn something about themselves and something about assertiveness. It will not be collected or graded.

When all the students have completed the Assertiveness Inventory, have them add up the number of *a* answers they chose, the number of *b*'s, and the number of *c*'s. They should write the totals in the spaces provided at the end of the Inventory. Then read the following statements aloud to the class:

1. If most or all of your answers were *c*'s, you're probably pretty good at standing up for your own rights or looking after your own interests.

2. If most or all of your answers were *b*'s, you may have some trouble running your own life and holding out against pressure from others.

3. If most or all of your answers were *a*'s, you tend to be a bit unpleasant when saying no to other people's demands. You could lose some friends that way. You'd do well to be friendlier in dealing with others.

4. If your answers were sometimes *a*'s, sometimes *b*'s, and sometimes *c*'s, you don't seem to have a set way of dealing with others. If you're usually satisfied with the way your personal dealings turn out, you must be doing okay. If you're often dissatisfied with outcomes, you might try being pleasantly assertive more often.

In a follow-up discussion, help the students see what all the *c* answers have in common: they state the speaker's position in a friendly, pleasant way, and they show persistence. The problem with the *a* answers is that they tend to be unfriendly and insulting. Such answers don't solve problems; they only make people angry. And the *b* answers obviously, are the answers of a "pushover"—someone who gives up what he or she really wants in order to keep the peace. (It's sometimes appropriate to do that; but it shouldn't become a person's only way of operating.) Make sure the pupils understand that being properly assertive is not the same as being obstinate, pushy, demanding, or overly self-centered. For assertiveness to be appropriate, a person must take a reasonable position to begin with. Note the differences between girls' and boys' responses, if any, and discuss them.

Stand Up for Your Rights. After you discuss assertiveness, remind the students that an important part of assertiveness is persistence—"sticking to your guns" in the face of opposition. Assertive people continue to protect their rights and express their opinions and feelings; they don't give in just because of pressure from others. There are a number of well-known mottoes that are appropriate to this kind of behavior. "Stick to Your Guns" is one. Some others are "Keep on Trucking," "Stay the Distance," "See It Through," and "Stand Fast."

Encourage the students to think of similar mottoes for persistence. Then ask each student to design a flag, using the motto for persistence that he or she likes best and will take as her or his own. (Note that encyclopedias can serve as a rich source of flag designs that students can incorporate into their own flags.)

Some other mottoes for persistence that the students might choose for their flags are "Never Say Die," "Stick It Out," "Keep Up the Good Work," "Carry On," "Don't Give Up the Ship," "Stand Up and Be Counted," and "Don't Let Them Wear You Down." In addition to such familiar mottoes, children can make up new ones: "Persist!" "Never Waver," "Hold Out for What's Right," "I Won't Change My Mind," "I'd Rather Be Right," and so on. Encourage the students to choose the motto and flag they feel they can best identify with, and to wave the flag at certain points when they feel they're living up to the motto.

INVENTORY

1. A friend has given you a book for your birthday. But you already own a copy of that book. What do you do?
   a. Tell your friend you're disappointed with the present.
   b. Pretend that the present makes you very happy.
   c. Thank the friend warmly, but ask if you could return the book and get one you don't already have.

2. Ray asks to borrow your brand-new bike, but you really don't want to lend it to him. You're afraid he may scratch it, get it dirty, or mess up the gears. What do you say to him?
   a. "Are you kidding? I wouldn't lend you this bike for anything!"
   b. "Sure, take it."
   c. "I'd rather not lend you my bike, Ray. It's brand new and I want to keep it in good condition."

3. Suppose you have given answer *c* to Ray and he starts to argue. He says, "I'm not going to hurt your bike. I just want to ride it around a little! Come on—don't be so selfish!" Now what do you say?
   a. "Get lost! I wouldn't lend you my bike if you got down on your knees and begged for it!"
   b. "Well, all right, take it. But be careful with it."
   c. "I know you wouldn't deliberately hurt it, Ray; but because it's new I don't want to take any chances. Ask me again after I've had it a few weeks."

4. Your friend May mows lawns to earn spending money. You both want to go to a movie on Saturday afternoon, but she can't go until she cuts Mrs. Díaz's grass. She suggests that you get your family's lawnmower and cut Mrs. Díaz's back lawn while she cuts the front lawn. That way the job can be finished sooner and you can both get to the movie on time. You ask May, "What does Mrs. Díaz pay you?" She tells you, "Six dollars." You ask, "Will you give me three dollars for cutting the back lawn?" And May says, "Of course not; but I'll buy you some popcorn when we get to the movie." What do you say next?
   a. "That's a lousy deal, May. Get somebody stupid to help you cut the grass."
   b. "Okay. I'll go get our mower."
   c. "If I do half the work, it's only fair for me to get half the money."

5. Suppose that you have given answer *c* to May. She replies, "You wouldn't be doing half the work. The back lawn is only two-thirds as big as the front." What's your reply?
   a. "You're really a cheapskate, May. You even try to cheat your friends."
   b. "Well, in that case, okay. I'll do it."
   c. "Then we should divide the six dollars so that I get two-thirds of what you get—that ought to be $2.40 for me and $3.60 for you."

6. Suppose you have given answer *c* to May. She says, "Listen to the big mathematician! You don't have the experience that I have; so you can't do the expert job that I'll do, and you can't expect to get the same rate that I get. I'll give you $1.50." What do you say to that?
   a. "Just forget the whole thing, Miss Pinchpenny!"
   b. "Well, okay. I guess that's fair."
   c. "Make that two dollars and you've got yourself a deal. But you still have to buy me some popcorn at the movies."

Totals: ____ *a* answers;
____ *b* answers;
____ *c* answers.

Can You Define It? The purpose of this activity is to help define the behavior and feelings that are described by the words ASSERTIVE and nonassertive. After you have discussed assertiveness, write section A and section B on the chalkboard. As a class cross out all the phrases that do not apply to the person described. Then use the first letters of the remaining phrases to fill the blanks in the sentence below the phrases.

In the A section, students should cross out phrases 3, 4, 6, 10, 12, 13, and 14. The decoded sentence will be: "Mary lets people know how she feels."

In the B section, students should cross out phrases 2, 6, 7, 8, 12, and 14. The decoded sentence will be: "Harry may be too quiet for his own good." Discuss the differences between Mary and Harry—how Mary's assertiveness is an aid to her and Harry's nonassertiveness is a handicap to him.

A. Mary is an assertive person. She—
1. likes to speak out;
2. tries to be heard;
3. never disagrees;
4. is afraid of others;
5. keeps on trying;
6. gives up easily;
7. wants to convince others;
8. has leadership qualities;
9. expresses herself plainly;
10. thinks her opinions don't matter;
11. likes to discuss things openly;
12. prefers not to be noticed;
13. may never outgrow her shyness;
14. is timid and fearful.

Mary ___e___s people ___no___
how s___e f___e___s.

B. Harry is a nonassertive person. He—
1. often says nothing;
2. is bold and decisive;
3. quickly gives up;
4. is unsure of himself;
5. tries not to be noticed;
6. leads every discussion;
7. has lots of confidence;
8. is willing to disagree;
9. feels unwilling to express himself;
10. waits for others to speak up;
11. goes along with the crowd;
12. is very independent;
13. doesn't often complain;
14. stands up for his rights.

Harry may be to___ ___u___e___
___or his o___n ___oo___.

Who's Assertive? Remind the students that to be assertive one has to be willing to face a situation rather than turn away from it. An assertive person uses friendly and respectful ways of attempting to influence other people. Assertiveness is not physical or verbal attacks on people, and it is not bossing others around. Attacking other people, putting them down in order to get your own way, is aggression. On the other hand, nonassertive behavior is a failure to stand up for your rights—not expressing your personal needs, acting like you don't care.

Explain to the students that in the next activity, some of them will be acting out situations in which assertiveness is called for. Others in the class will determine if the actors did indeed exhibit assertiveness. Actors are to decide which part they will play and then make up their own dialogue as they go along. Have volunteers act out the following situations:

- You are waiting to get into a movie theater, and someone crowds in front of you in line . . .
- You bought a new coat; but when you get home you notice that there is a hole in it. You return the coat, and the salesclerk accuses you of damaging the coat yourself . . .
- At the grocery store, you receive the incorrect change. You tell the cashier you've been shortchanged, but she (he) doesn't believe you . . .

Class discussion should follow each situation.

To encourage participation, ask the following questions:

Did_____stick up for her (his) own rights?
Did_____do so in a friendly way?
Did_____act bossy or mean?
Did_____act like she (he) didn't care?

Be sure to point out that if one of the players acted in a mean way, with words or by pushing and shoving, that is not being assertive—it is being aggressive. Also explain that if the player acted like he or she didn't care or couldn't say anything to assert his or her own rights, then that person was being nonassertive.

Students might enjoy writing down and acting out examples from their own experiences when they have felt assertive, nonassertive, or aggressive.

COOPERATION

Double Duty. Ask several pairs of students to prepare advertising leaflets for a business of their own choosing. The only requirement is that each person have a part to play in the new business. Provide the following suggestions for their businesses: housecleaning, lawn and garden care, babysitting, feeding and caring for pets, cooking and serving meals, organizing parties, watering and tending indoor plants, mending clothes, making home repairs, repairing skateboards or bicycles, handling a paper route, running a lemonade stand. The partners should decide on a name for their business and then decide who will write the copy, do the lettering, and draw the art for their leaflet. After all the leaflets are finished, talk about the choices of businesses and how the partners worked together. Did girls choose businesses in "typically feminine" fields? Did boys have trouble cooperating with girls, or vice versa? Did they actually make their business work? Did they like working together? Did they have any disagreements? How did they settle them? Display all the leaflets.

Making the Sale. Plan a skit. Choose two teams, each with a girl and a boy. One team will play two students beginning their own business. (If the class participated in Double Duty above, use the same partners.) The other team will play two adults who need the services of the students but are unsure the two children can do the job. The students should find as many reasons as possible for the adults to need their services, and the adults should find as many reasons as they can to refuse. Afterward, ask the class to evaluate the efforts of both teams. Were their reasons good ones? Ask the class to vote on whether the students made the sale or not. Talk about whether it was hard for a girl and a boy to work together as a team. Would it have been easier for two girls or two boys?

Singalong. Ask the class to name five memorable events in the current school year (a field trip, a party, an athletic event). Form five groups, each responsible for one event. Give a spirit master to each group. Have each group write a verse about the event, to the tune of a familiar song, and illustrate the event. Then group members should copy both the verse and the illustration on the spirit master. Run off copies and collate them into songbooks for the class. Have the class try to sing each song. Then ask each group how it reached decisions. Did it use all the ideas of all group members? Who did what to get the job done? Discuss whether this activity would be best done by a group or done alone, and why.

It Takes Two? Ask each student to cut out and label two pictures from a newspaper or magazine. One picture should show an activity where cooperation is appropriate and the other an activity where cooperation is not appropriate. (Cooperative activities might be an orchestra directed by a conductor, or workers busy on a construction site. Noncooperative activities might be a witness being cross-examined by an attorney, or a violin soloist.) Display the pictures and discuss the differences with the class.

Can Five Survive? Call five students to the front of the class. (Make sure the group includes at least two boys and two girls.) Tell the group: "You're on a camping trip, but you're lost. It's almost nightfall and, as far as you know, no one else knows where you are. Within five minutes, decide among yourselves all the things you will do, and who will do what. List the things on the chalkboard in the order of their importance." Afterward, have the class discuss how the group worked together. Were all the decisions good ones? Were there some important ideas the group did not think of? Which jobs did the girls choose to do? Why? Did cooperation help solve this problem?

Working Together. Ask the students to think of things they might have in common, such as a skateboard or a pair of jeans. Choose one of the items and have the class brainstorm, and then name all the workers they can think of that it takes to create, produce, market, sell, and deliver the item. Write all the ideas on the chalkboard. When the students agree that the list is finished, ask them to arrange the workers in order, from the idea to delivery. Has anyone been left out? Now erase one or two workers, and discuss what might happen if

those people were left out. Would the work get done? Who would do it? Would it be harder for the other people to get their jobs done without the workers who have been left out? Discuss the importance of cooperation in producing any product.

Double Up. Write each of the following occupation titles on a separate index card:

carpenter	salesperson
plumber	advertising copywriter
bricklayer	graphic designer
electrician	secretary
architect	bookkeeper
building contractor	editor

Talk about what all those workers do. Then place the index cards in a stack at the front of the room and ask two students to choose one card each. Ask the two students to think of times when their two workers might work together. Then ask four students to choose one card each and think of a time when their four workers might work together. Continue to increase the number of students until all the cards have been picked. You might want to repeat the activity to come up with another set of circumstances in which the workers might work together. Talk about how people in different jobs must depend on each other to get their own job done.

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RESPONSIBLE LEADERSHIP

Letters to Leaders. Ask students to think of people who are leaders at school, in their community, in their state, and in the country. Encourage them to think of examples (including as many women as possible) such as class president, captain of an athletic team, president of a school club, teachers, school principal, PTA president, the mayor, head nurse of a hospital, business leaders, representatives to the U.S. Congress, the president. Ask the students what abilities these leaders have in common, such as ability to speak well, to take charge, to direct other people, to plan and organize activities, to give and take advice, to cooperate, to work alone. Ask the students to each choose one leader that they admire most and write a letter to that person, stating why they think the leader is doing a good job. Read the letters aloud and then mail them.

Handle with Care. Choose a boy to play an upset male worker and a girl to play his boss. Present the following situation and ask the two students to role-play the end: A male worker is up for a promotion. He's been with the company for ten years, and he's done his job well. However, he tends to be a little lazy and he grumbles about his work. There is another worker who has been with the company for only five years. She has done an outstanding job and is very enthusiastic. The boss decides to promote the woman employee instead of the man. The man is upset and angry about that decision so he goes to see his boss.

After the two students have role-played the ending, discuss how the boss handled the problem. Talk about other ways she might have taken care of the problem. Ask other girls to take the role of the boss and solve the problem.

People Power. Have the students use their dictionaries to find definitions for the following kinds of leaders: autocrat, captain, despot, dictator, executive, president, principal, supervisor, taskmaster, tyrant. After they have found the definitions, ask them to make two lists: Good (or Responsible) Leaders and Bad (or Irresponsible) Leaders. What qualities or characteristics do the good leaders have in common? What qualities do the bad leaders have in common?

Can You Define It? Write the phrases below on the chalkboard and review each one with the students. Ask them to indicate whether or not they think the phrases describe behavior that is usually found in a person who takes responsibility. Ask them to also indicate which ones are not usually associated with people who take responsibility.

speaking up	passing the buck
pleasing everyone	cooperation
being firm	taking advice
being fair	making excuses
organizing activities	independence
taking charge	making decisions

The phrases not often associated with those who take responsibility are "passing the buck," "making excuses," and "pleasing everyone." If the students do not agree, have them explain why they don't.

What's Happening? Ask the students to spend a few minutes after school thinking about what they did that day. Tell them to write a short paragraph, describing a situation in which they showed responsibility or a situation in which they could have showed responsibility but didn't. To help the students think of their own responsibilities, provide examples such as

- Your father asked you to clean your room, but you didn't do it.
- You noticed a friend struggling to carry some packages so you helped him.
- It's your job to feed the cat, but you forgot to do it today.

Find some sample paragraphs to read to the class. Then discuss whether or not the students agree that the situation called for responsible action or not, and if so whether the action taken was appropriate or what could otherwise have been done. Discuss what responsibility has to do with getting a job done well.

Follow the Leader. Organize the class into groups of five students each and give each group one of the following situations:

- Plan a sale of things that you make yourselves.
- Plan a class party for the next upcoming holiday.
- Plan a talent contest.
- Plan a bulletin-board display about people who are leaders in your school.
- Plan to invite leaders in your community to come to class and talk about their jobs.

Tell the group that they have fifteen minutes to work out their plan. Do not assign group leaders. Write the following steps on the chalkboard and tell the groups to use them as guidelines to help them make their plan:

1. Decide what steps are needed to get the job done.
2. Put the steps in the order you think they should be done.
3. Decide who will do what.

After fifteen minutes ask the leader of each group to tell the class what their plan is and how the group plans to get the job done. When all the leaders have presented their plans, ask the groups to answer a question about their leaders. Ask the students, "How did the person become the leader of your group?" Accept all answers whether they pertain to leadership qualities or not, and write them on the chalkboard. Some examples of responses are the group voted for the person, the person volunteered, the person is the most popular, the person talks the loudest, the person had most of the ideas and made most of the suggestions, the person wrote down everyone's ideas, the person had the best handwriting, the person is always the leader. Ask the students if they think any of those reasons show that the person was chosen because she or he is a good leader.

Ask the students if they can think of other qualities of a good leader. If more boys than girls became leaders, or vice versa, point out that fact and discuss why it is so. (Perhaps the children are more accustomed to boy leaders or the girls tend to always be leaders of this type of classroom activity.) Discuss why girls are leaders in some types of activities but not in others. Also discuss why the same is true of boys. Ask the groups if everyone agreed with the way their group made its plans. Was everyone heard from and were all ideas considered? Did everyone agree to do certain jobs or were they simply assigned jobs? Would it have been easier if someone had been assigned as leader? Does a group really need a leader? Why, or why not?

REASONABLE RISKS

Taking Chances. Explain that taking a risk involves change and therefore uncertainty and perhaps even fear. Change can be difficult. Taking a risk may change the way others think of you or the way you think of yourself. Sometimes taking a risk can be physically dangerous. The risk you take should be a reasonable one. Trying out for the track team and trying to win somebody's friendship are both reasonable risks, and you ought to take them if you want to. But foolish risks, such as diving from a great height into water of unknown depth, should not be taken.

Ask volunteers to give examples of reasonable and unreasonable risk-taking. Then read each of the following passages to the class and ask them to write answers to the questions that follow it.

> Maria, a good swimmer, is thinking about competing in the statewide swimming championship. She knows some of the kids who have entered, a few of whom are better swimmers.

Should Maria risk entering the contest? Is that a reasonable or an unreasonable risk? Why do you think so?

> Muhammed loves animals. He lives with three dogs and a cat. He has a way with animals and they seem to love him. On a camping trip Muhammed has spotted a grizzly bear. He isn't frightened. He smiles as the bear comes toward him, and stays where he is.

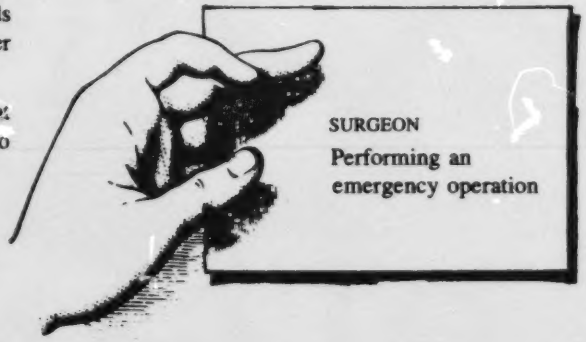
Is the risk Muhammed is taking a reasonable or an unreasonable one? Why do you think so?

> Diane wants to be an officer of the student council. She thinks she has many good ideas to contribute. But to be considered, she would have to give a speech before the entire student body—and she is terrified of public speaking.

Should Diane risk giving the speech? What is she afraid of? Is running for the student council a reasonable or an unreasonable risk for her? Why do you think so?

Discuss the students' answers with them.

All in a Day's Work. Write each of the following jobs on an index card, together with a risk-taking action the job sometimes requires. The cards should look like this:



Occupation	*Risk-Taking Action*
Secretary	Refusing to do non-job-related activities, such as making coffee for the boss
Fire fighter	Rescuing a baby from a burning building
Scuba diver	Exploring a sunken ship at a great depth
Carpenter	Repairing a roof
Airline pilot	Landing in poor visibility
Forest ranger	Fighting a forest fire
Scientist	Doing research that fellow scientists dislike
Police officer	Arresting a criminal
Truck driver	Driving in rainy weather
Baseball player	Stealing bases
Politician	Voting by conscience rather than by people's demands

Put the cards in a container and explain what they are. Ask for a volunteer to take a card and to pantomime its risk-taking action in front of the class. Have the children guess the meaning of the action and the job it refers to. They should also explain why the action is usually a reasonable risk. A child who guesses correctly should then pick a card and perform the next pantomime. Continue until all the jobs have been presented.

Facing Failure. Tell the children that they should imagine that one of their best friends has come to them with a problem and has asked their advice. Then read the problems below, and carefully note all suggestions on the board. Discuss the suggestions and try to reach a class consensus on the best thing to do before moving on to the next problem.

- His report card has become increasingly poorer over the last six months.
- She has trouble making friends and keeping them.
- He lost his part-time job.
- She didn't get a part in the school play.
- His parents are often angry with him because of his carelessness.
- She wasn't picked for the track team.
- He failed an important test.
- Her parents are getting divorced.
- He is thirty pounds overweight.
- Her skin is badly broken-out.

Do You Work without a Net? Have the children interview an adult they know about his or her job. Tell them to find out what risks are involved in the job. Have them ask about risks other than physical: risks to pride, risks to friendship, risks involving relationships with fellow-workers. Ask how the person decides when to take a risk, and what things the person considers beforehand. Have the children report on their interviews to the class. Then discuss them.

Chances Are. Have each child draw a picture of someone on a NONTRADITIONAL job—a female construction worker or a male nurse, for example. (See the list of nontraditional jobs on page 57.) Ask the children to write under the picture at least two risks that might be involved in the job. When the pictures are finished, display them. Discuss the risks the children thought of as well as other possible ones. Also discuss the risk of choosing *any* nontraditional career. (People may think you're odd. They may not want to have anything to do with you.) Point out that a person who has this narrow attitude deprives herself or himself of many enriching experiences.

Win or Lose. Ask the students to think of situations in which a person can succeed or fail. (Examples: A person is given the job of selling magazine subscriptions door to door. Or, two of your best friends are not speaking to each other and you have decided to try and get them to patch up their disagreement.) Tell the children to write about the situation at the top of a page and beneath the description to make two columns, one titled "Ways to Succeed" and the other "Ways to Fail." Ask them to list as many of both ways as they can think of. Afterward, have them discuss and evaluate the "Ways to Succeed," including their risks. Also discuss the "Ways to Fail" list. Ask the students why a person would choose a way leading to failure.

It's Your Choice. Make copies of the following questionnaire for the class and distribute them. Tell the students that they are to choose between each pair of statements.

Afterward, ask the students to read their choices and to defend them. Don't belittle any student's choice, but encourage those with a conservative view to acquire a broader outlook.

Do more girls than boys have a conservative (or cautious) view? If so, discuss why that is so with the class.

Which of the following would you do? Mark each choice with an X and be ready to tell the class what you would gain from the choice.

Which one from each pair would you choose? Mark your choices with an X.

☐ Read a book that's a little too hard.
☐ Read a book that's a little too easy.

☐ Tell your best friend that she or he has made you angry.
☐ Say nothing to your best friend when she or he has made you angry.

☐ Learn to ski on a small hill, then try a higher one.
☐ Learn to ski on a small hill and stay with that one.

☐ Enter your trained dog in a neighborhood pet show.
☐ Enter your trained dog in a citywide pet show.

☐ Learn to cook just a few meals well.
☐ Learn to cook, then try making unusual recipes.

☐ Bring a new classmate into your circle of friends.
☐ Keep a new classmate at arm's length for a while.

☐ Tell your teacher that you feel you were unfairly graded on a project.
☐ Feel that you were unfairly graded on a project, but say nothing.

☐ Take piano lessons and practice every day.
☐ Study piano and practice just before each lesson.

☐ Tell your mother that you accidentally scratched the new dining-room table.
☐ Don't talk about scratching the new table unless your mother asks about it.

☐ Write a poem or short story and submit it to the school magazine for publication.
☐ Write a poem or short story, but don't let anyone see it.

GLOSSARY

Throughout the text of this guide, you will find words and phrases printed in capital letters. The words and phrases are fundamental to the content of the Freestyle project, but they may have to be defined for and discussed with young students. It is important that the students understand how the words and phrases are used within the context of Freestyle.

ADVANTAGE a benefit or a good part of something (usually from a person's own viewpoint)

APPLICANT a person who tries to obtain a particular job

ASSERTIVE able to express your feelings, needs, and wants clearly and honestly, while at the same time respecting other persons

ATHLETIC SKILLS physical strength, speed, flexibility, coordination, energy, endurance in exercises, games, contests, sports, gymnastics, dancing

COOPERATION working with others for a common purpose; combining everyone's skills to get a job done

DISADVANTAGE a loss or a bad part of something (usually from a person's own viewpoint)

DIVISION OF LABOR use of different people's different skills to get a job done

EMPATHY sympathy with and understanding of another's feelings (a helping skill)

ETHNIC a person who differs from others in customs, physical features, and language

HELPING SKILLS concerns for other people's physical, emotional, and intellectual needs: sympathy, understanding, listening, teaching, caring for, supporting, nurturing

INDEPENDENCE depending on yourself; thinking and acting freely without giving in to pressure from other people

INTEREST participation in an activity you are curious about; feeling of curiosity about an activity

JOB SATISFACTIONS things you like about work that make you happy: salary, working hours, place of work, co-workers, benefits, challenges

LATINOS persons of Spanish background

MECHANICAL SKILLS ability to use tools or design, operate, and fix machines; ability to use your hands

MINORITY a group smaller than and different from the larger group that has the power: blacks, Latinos, women, senior citizens

NONTRADITIONAL (an activity, interest, or occupation) rarely done by a particular group of people, and for that reason surprising or unusual

NURTURE care for someone; educate and rear someone (a helping skill)

OCCUPATION one's work or job

PARTNERSHIP two or more people combining their skills and working together to carry on a business

RISK take a chance that could lead to physical or emotional damage

SCIENTIFIC SKILLS orderliness and exactness; use of scientific methods; carefulness in observations and follow-up; curiosity

SELF-DIRECTION going your own way without being pressured by other people; deciding for yourself

SEX ROLE a function, behavior, or personality trait arbitrarily assigned to one gender (sex) or the other without relation to skill, interest, or individual predisposition

STEREOTYPES labels placed on people by other people without regard to individual differences; gross generalizations about a group of people

SKILLS abilities; expertness

TRADITION time-honored custom or habit passed from generation to generation; what's acceptable to most people

WAGE EARNERS anyone who gets paid for work

NONTRADITIONAL JOBS FOR WOMEN AND MEN

Nontraditional Jobs for Women		Nontraditional Jobs for Men	
Accountant	Landscape Architect	Anesthetist	Radiologic (X-Ray) Technician
Architect	Local Truck Driver	Buyer	Registered Nurse
Auto Mechanic	Long-Distance Truck Driver	Cashier	Service Representative for Public Utilities
Bank Officer	Painter	Dancer	Social Worker
Barber	Paper Hanger	Dental Assistant	Speech and Hearing Therapist
Biochemist	Personnel and Labor Relations Worker	Dental Hygienist	Statistical Clerk
Biologist	Physician	Elementary School Teacher	Waiter
Bus Driver	Postal Clerk	Executive Housekeeper	
Carpenter	Public Relations Worker	Fashion Designer	
Chemist	Purchasing Agent	Home Economist	
College Teacher	Restaurant Manager	Medical Assistant	
Commercial Artist	Shipping and Receiving Clerk	Medical Record Librarian	
Computer Programmer	Shoe Repairer	Medical Technologist	
Dentist	Stock Clerk	Nursery School Teacher	
Engineer (Aerospace, Agricultural, Chemical, Civil)	Surveyor	Occupational Therapist	
Inhalation Therapist	Telephone Installer	Office Machine Operator	
Instrument Maker	Tool and Die Maker	Physical Therapist	
Insurance Agent and Broker		Public Librarian	

All the jobs listed here are considered nontraditional. If only 2 to 38 percent of the employees in a job are women, that job is considered nontraditional for women. If only 2 to 38 percent of the employees in a job are men, that job is considered nontraditional for men.

ACTIVITY CHART

All the activities in the Freestyle Guide are organized in this section to show their correlation with the major curriculum areas. This chart will make it easier for you to choose activities that relate to the subject you are teaching.

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READING SUGGESTIONS

The books listed in this bibliography were selected to illustrate, reinforce, and extend the goals of Freestyle. The needs and interests of each reader will be different, so the bibliography includes books with a wide range of subject matter and style for both children nine to twelve years old and for young people in their teens. The bibliography is organized into sections of Fiction, Biography and History, and Vocational Guidance.

Additional listings of nonsexist and multiethnic books for the young may be found in the following excellent bibliographies:

Little Miss Muffet Strikes Back, revised edition 1974, which may be ordered from The Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N.Y. 11375 ($1.00 per copy).

American Potpourri: Multi-ethnic Books for Children and Young Adults, which may be ordered from the U.S. Government Printing Office, Washington, D.C. 20402 (35¢, minimum charge $1.00 for each mail order, include stock number 017-080-oi676-1).

Libros en Español: An Annotated List of Children's Books in Spanish, which may be ordered from the Office of Children's Services, New York Public Library, 8 East Fortieth Street, New York, N.Y. 10016 ($2.50 per copy, checks payable to the New York Public Library).

Images of Women: Curriculum Resources for Teachers and Students, which may be ordered from Informedia, Box 1020J, Pearl River, N.Y. 10965 ($4.95 per copy plus 35¢ postage).

Fiction: Age 9 to 12

Baldwin, Anne Norris. *Jenny's Revenge*. Four Winds, 1974. A little girl deliberately behaves as badly as possible to get revenge on her mother for working and on a babysitter she dislikes, but discovers that revenge is not as enjoyable as friendship.

Beatty, Patricia. *By Crumbs, It's Mine*. Morrow, 1976. An amusing story about a no-nonsense girl with a good head for business who deals with her family's problems in the Arizona Territory in 1882.

Berends, Polly Berrien. *The Case of the Elevator Duck*. Random House, 1973. An 11-year-old boy finds a duck in the elevator of his apartment building and takes the responsibility for caring for the duck, finding its owner, and solving the problem of the "No Pets" rule in his housing project.

Brookins, Dana. *Alone in Wolf Hollow*. Seabury, 1978. A mystery with an intricate plot and fine atmosphere, in which a young boy makes many discoveries about himself as well as about the strange things that happen.

Byars, Betsy. *The Cartoonist*. Viking, 1978. A sensitive book about a boy cartoonist who needs to retreat from life to come to terms with it.

Cleaver, Vera, and Cleaver, Bill. *Queen of Hearts*. Lippincott, 1978. A fine and witty story about a girl who is growing up and her ailing grandmother who is growing old, and the bond of affection and understanding between them.

Cohen, Barbara. *Thank You, Jackie Robinson*. Lothrop, Lee and Shepard, 1974. A moving book about attachment and loss, in which a young white boy brings the perfect gift to his dying friend, an old black man.

Gessner, Lynne. *Navajo Slave*. Harvey House, 1976. A young Navajo boy is captured and sold as a slave to the Spaniards, makes friends with his master's son and nephew, retains his heritage and pride throughout his ordeal, and at last escapes and returns home.

Green, Phyllis. *Mildred Murphy, How Does Your Garden Grow?* Addison-Wesley, 1977. A lonely little girl befriends a homeless old woman, and life changes for both of them.

Green, Phyllis. *Grandmother Orphan*. Nelson, 1978. A little girl finds out that being adopted isn't so bad—that *not* being adopted is worse.

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Greene, Bette. *Phillip Hall Likes Me, I Reckon Maybe*. Dial, 1974. Betty finally realizes that Phillip Hall is best at everything because she has been letting him beat her, and sets out to win.

Hnz, Demi. *Lu Pan: The Carpenter's Apprentice*. Prentice-Hall, 1978. The tale, told in simple language, of the little boy who grew up to be the greatest of all Chinese artisans and who, among other achievements, invented the kite.

Kalb, Jonah. *The Kid's Candidate*. Houghton Mifflin, 19[illegible]. An easy-to-read, fast-moving story about a kid who runs for election to the local school board. The book is a good introduction to politics and political action.

Klein, Norma. *What It's All About*. Dial, 1975. Bernie's many problems include a family divided by divorce and remarriage, and her mother's decision to adopt a Vietnamese orphan, but somehow she copes and rises above it all.

Lattimore, Eleanor Frames. *Adam's Key*. Morrow, 1976. The youngest child in the family, who never has anything of his very own, finds a key that seems to be magic, and with its help at first and finally without it, accomplishes some amazing things.

Levy, Elizabeth. *Lizzie Lies a Lot*. Delacorte, 1976. Lizzie's way of handling her problems is to tell lies. She finally has the courage to admit that she has been lying and finds that her problems can be solved in more satisfactory ways.

Lively, Penelope. *Boy without a Name*. Parnassus, 1975. This is the story, set in England at the time of Charles Stuart, of a nameless orphan boy who finds work he loves and can do well, a place for himself, and, best of all, a name.

Norton, Andre. *Lavender-Green Magic*. Crowell, 1974. A book that deals both with the problems of a contemporary black family in a white New England town and with the age-old conflict between human selfishness and human unselfishness.

Norton, Andre, and Madlee, Dorothy. *Star Ka'at*. Walker, 1976. An appealing fantasy that presents the ideal of unselfish affection and concern for others as the basis of a desirable society.

Paterson, Katherine. *The Great Gilly Hopkins*. Crowell, 1978. A boy whose main talent seems to be making trouble is thrown out of two foster homes, but finally meets his match—and his salvation.

Pearce, Phillippa. *Tom's Midnight Garden*. Oxford, 1958. An outstanding book about a young boy and his relationship with an old woman whom he comes to know as a little girl when he is able, at night, to return to the past.

Pearce, Phillippa. *What the Neighbors Did and Other Stories*. Crowell, 1973. A collection of eight of the finest and most perceptive stories ever written for children, of which "Fresh" and "Still Jim and Silent Jim" exceed even the high standard set by the other six.

Peck, Robert Newton. *Trig*. Little, Brown, 1977. Trig, a girl with a mind of her own, tells what happened the day her uncle gave her a "genuine, Junior G-Man Machine Gun."

Pfeffer, Susan Beth. *Kid Power*. Watts, 1977. A little girl with a flair for organization and making money starts a successful and wide-ranging business, hires her friends, and guides her mother to a new career.

Platt, Kim. *Run for Your Life*. Watts, 1977. An easy-to-read mystery about a boy who finds both his part-time job and his chance to run in the big race threatened by an unknown enemy.

Sharmat, Marjorie Weinman. *Maggie Marmelstein for President*. Harper and Row, 1975. An entertaining account of a lively and competitive campaign for the high office of Class President of the fifth grade.

Smith, Doris Buchanan. *Kelly's Creek*. Crowell, 1975. A nine-year-old boy with a special physical problem finds a way to help himself by doing the one thing he really loves—observing the marine life in a marsh.

Vestly, Anne-Catherine. *Hello, Aurora*. Crowell, 1973. An amusing book about an unconventional family in which father is the housekeeper while mother works as a lawyer.

Wilkinson, Brenda. *Ludell*. Harper and Row, 1975. Ludell is a young black girl in a segregated school in the south who loves to read and who gives promise of becoming a writer.

Biography and History: Age 9 to 12

Bowman, Kathleen. *New Women in Entertainment*. Creative Education/Children's Press, 1976. Short biographies of seven contemporary women who have been successful in various fields of entertainment.

Clapp, Patricia. *Dr. Elizabeth: A Biography of the First Woman Doctor*. Lothrop, Lee and Shepard, 1974. A lively biography, written in the first person, of the intelligent and determined young woman who was the first of her sex to practice medicine as a licensed, qualified doctor.

Cohen, Joel H. *Manny Sanguillen: Jolly Pirate*. Putnam, 1975. An easy-to-read life of the popular Panamanian baseball hero.

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Careers and Vocational Guidance: Age 12 and over

There are many books that give detailed information about various jobs and professions. Including them here would be neither possible nor appropriate, but they are all listed in the subject volume of *Children's Books in Print* and *Books in Print* (available in the reference department of any library) under Career, Vocations, Vocational Guidance, or under such specific subjects as Architecture, Communications, Construction, Law, Medicine, Recreation, Sports, and so on. Several excellent series of the *What Does a Plumber Do?* and *What Can You Be? A Marine Biologist!* type are available for the intermediate grade students.

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